GEORGE
# RAVENSCROFT



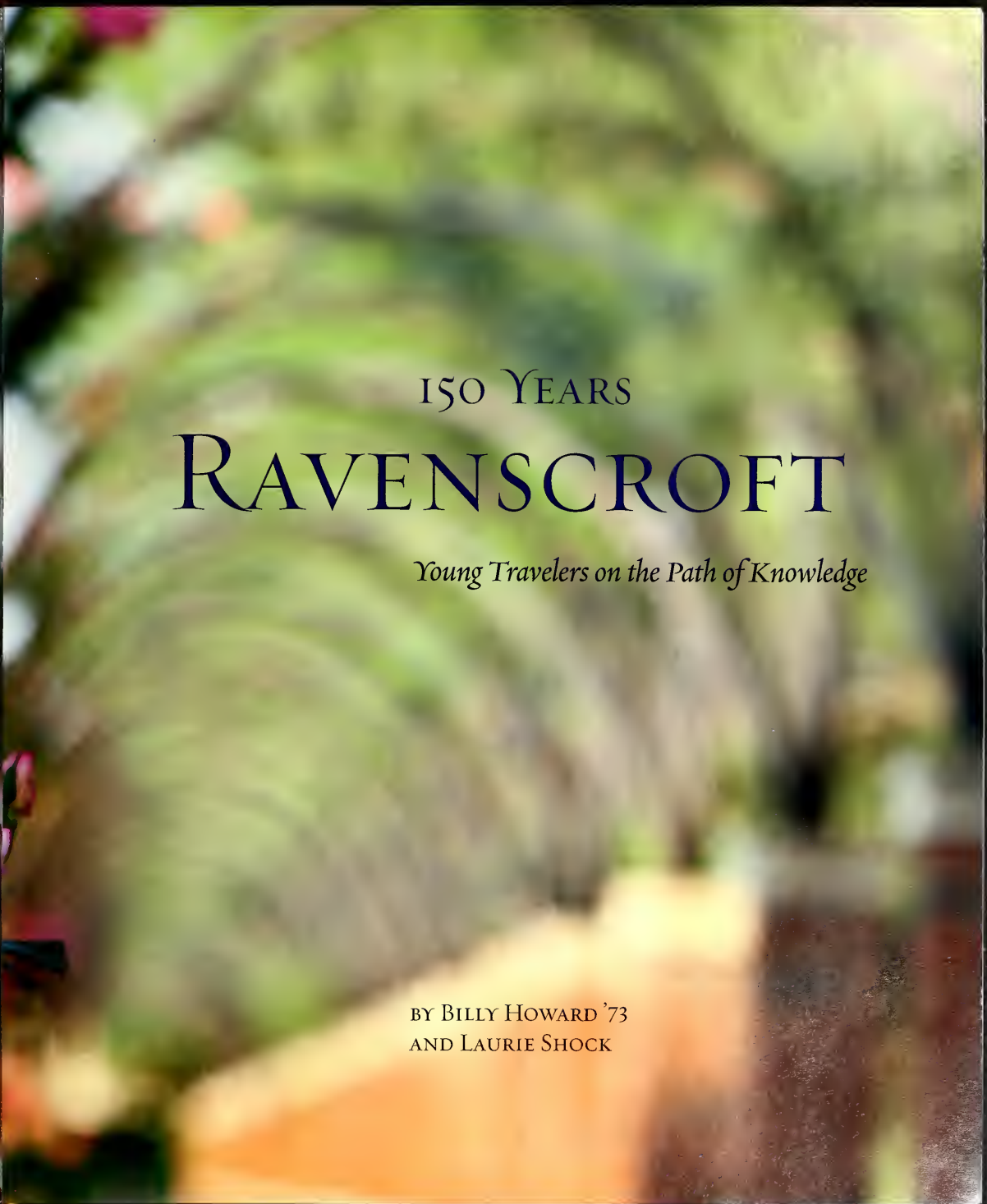




150 Years

# Ravenscroft





# 150 Years
# Ravenscroft

*Young Travelers on the Path of Knowledge*

by Billy Howard '73
and Laurie Shock



Text © 2012 Billy Howard and Laurie Shock
All rights reserved. This book, or parts thereof, may not be reproduced in any form without written permission from the publisher, excepting brief excerpts for use in publicity and reviews.

Photography © 2012 Billy Howard, www.BillyHoward.com

Very special thanks go to Chris Watters for the use of his beautiful photographs appearing on pgs. 69–71; © Chris Watters.

Designer: Laurie Shock
Editor: Julie Auton
Proofreader: Amy Bauman

ISBN 978-0-9824779-3-9
LC 2012903250
Printed in China

Additional Image Credits: Unless noted below, images are from Ravenscroft archives. Ashe County Historical Society: pgs. xii, 10; © Rebekah Carson: author photo of Billy Howard; Christ Church archives: pgs. xii, 8, 12, 14, 17; Library of Congress: pgs. 12–13; North Carolina State Archives: pgs. xii, 4–5 (photograph by Stu Schwartz); Rev. Gilbert White, *The Natural History of Selbourne*, 1879: pg. 2, endsheets; Saint Mary's School archives: Painting by Jacob Eichholtz in 1830, pg. 7.

Final note: The portrait of Dr. Josiah Ogden Watson on page 3 was recreated from a poor quality photograph of an oil painting. It was rendered to the best likeness of him, based on all the evidence we have at this time.

Published and produced by

Shock Design Books
454 Hamilton Street SE, #12
Atlanta, GA 30316
Twitter: @ShockDesignBook
Web: www.shockdesignbooks.com



# Contents


| | |
|---|---|
| Acknowledgments | vii |
| Dedication | ix |
| Introduction | xi |
| Ravenscroft Timeline | xii |
| *A country's independence* | 4 |
| *A journey reaching across centuries* | 50 |
| *Embarking on a journey* | 100 |



# Acknowledgments

The words assembled to create this book were crafted from the shared wisdom of many. Teachers, alumni, students, administrators, donors, and staff shared their experiences with us and we have tried to honor their deep love for Ravenscroft with an accurate reflection of the past, present, and future of the School

We sincerely thank the following for taking the time to sit with us, answer our calls, respond to our emails and enthusiastically share their experiences at Ravenscroft: Patrick Bailey '11, Vic Bell III '74, Becky Bradley, Denise Colpitts, Ned Gonet, Herbert L. Gupton '53, Payton Hobbs, Doreen Kelly, Zaki Haidary '11, Phil Higginson, David Lindquist, Tal Mangum '77, David McChesney, Bruce Miller, Margaret Mills '76, Mary Moss, Bill Pruden, Fran Pugh, Alfred L. Purrington III '46, Colleen Ramsden, Barbara Jean Warren, and Bob Winston III '80.

Chris Watters generously donated his sports photography. The archive he has amassed for the School is a treasure, and his commitment to visually documenting life, particularly sports and fine arts, at Ravenscroft leaves a historical legacy few schools can match.

The story of Ravenscroft starts in Christ Church, and we thank Kay Culp for allowing us access to their archives, and Lee Weaver, who not only maintains the buildings but maintains the church history as well.

Davyd Foard Hood's history of Christ Church, *To the Glory of God: Christ Church, 1821–1996* is an archival treasure trove and was invaluable in our research of the School's beginnings

Sharon Hayes at St. Saviour's guided us through the old Tucker Street buildings and brought that era alive.

We owe a debt of gratitude to Susan Ehtesham-Zadeh, author of *Ravenscroft School: Story of a Southern School*. Her work allowed us a full understanding of the history of Ravenscroft and stands as the essential biography of the School. It is required reading for a complete understanding of the people and events that formed Ravenscroft.

We were guided on our journey by Susan Washburn, who tirelessly researched our questions, scheduled interviews, tweaked our words and challenged our assumptions. Her leadership, along with guidance from Penny Rogers '93, was the engine behind our effort and we are thankful to have such committed partners.

And finally, to truly honor all those who have made contributions to Ravenscroft would have filled this book with a list of both Raleigh's greatest names and humblest benefactors. We chose instead to try to capture the heart and soul of Ravenscroft and hope those reading and viewing will take ownership of their contributions and proudly hold this book as a tribute to the legacy of their philanthropy, both of hearts and resources.

Ravenscroft is more than a physical campus of buildings. It lives as an ideal in those of us who have been there, as students, educators, staff, and supporters. It is the embodiment of our hope and faith that education can build a stronger and more ethical world. And that is an impressive legacy for a humble parish school started 150 years ago by one man's dream and another's passion. We think they would approve.


RAVENSCROFT

# Dedication

## The Teachers of Ravenscroft

Throughout our research we discovered how Ravenscroft has touched Raleigh, the region, the country, and the world through students who entered with the ripe capacity to grow and left with a true love of learning and an inspired spirit instilled in the classroom. We found that this fertile and nurturing environment has been due to one consistent and precious resource—teachers

They are called to a profession where they dedicate decades inside simple rooms adorned in crepe paper and imagination while fueling eager minds with a renewable source of energy—knowledge.

First and foremost this book is dedicated to them. Each of us has a place in our hearts and a special memory for a teacher that set us right, inspired us, and sped us on a course to discover our dreams and passions and compelled us to do our small part in making the world a better place.

To name them all would be a book of its own. So we ask that you take a brief moment and think of a face that smiled at you as you first entered an unfamiliar room in a school only to realize dreams larger than the world you knew.



# Introduction

From a single thought came an action. The thought was that it would be good to educate Raleigh's children in a parish environment; the action was a bequest to start that school. What followed were the thoughts and actions of many who understood and valued the vision.

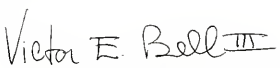
As we celebrate that good thought and the bequest, made more than 150 years ago, we realize how many lives have been enriched by the school that would begin at Christ Church and grow to be known as Ravenscroft.

As a 1974 Ravenscroft alumnus and now a father of a Ravenscroft student, I cherish Ravenscroft as part of my family's history. In the 1960s, I recall hearing the plans being made for the School's move to Falls of Neuse, as the Holdings, the Pughs and many others, strived to assure that Ravenscroft would thrive and flourish far into the future.

And now, I have had the privilege to serve my school as a trustee and stand beside Head of School Doreen Kelly and congratulate the many young faces, bright with their futures, as they receive their diplomas. These young people, many of whom I have known since they started Kindergarten at Ravenscroft, have their confidence instilled through a stellar education and are prepared not only to meet their individual potential but also to shape the future—theirs and ours. I am filled with optimism for them and the generations of graduates who will follow them.

Today's Ravenscroft is a school grateful for the vision of its founders and the many dedicated families who have perpetuated and strengthened that vision.

Please join me in embracing Ravenscroft's sesquicentennial year by enjoying this anniversary book and honoring all those people—past , present, and future, who have a passionate belief in the education of young minds.



Chairman of the Board

# RAVENSCROFT



**1788**
The Constitutional Convention in Hillsborough votes that a new county seat and state capital be built no more than ten miles from Isaac Hunter's Tavern.

**1792**
State commissioners meet over a tavern table to discuss possible locations for the new capital and to plan the building of the new Capitol Statehouse.



**1821**
On August 1, Christ Church is founded in Raleigh.



**1852**
Dr. Josiah Ogden Watson bequeaths $5,000 in his will to start a parochial school at Christ Church, but the will isn't entered into probate for another ten years.



**1868**
Rev. Richard Sharpe Mason, rector at Christ Church, oversees the opening of Christ Church School in a wooden building beside the church.

**1775–1783**
The American Revolutionary War

**1772**
John Stark Ravenscroft is born in Virginia.



**1800**
The population of Raleigh rises to 669 six years after its founding.

**1794**
Construction is completed on a two-story brick statehouse on Union Square in the new state capital of Raleigh.



**1823**
Rev. John Stark Ravenscroft is elected to be the first bishop of the new Episcopal Diocese of North Carolina and the first Rector of Christ Church.



**1862**
The $5,000 bequest in Dr. Watson's will becomes known and the process of opening a school begins. This is the official date of Ravenscroft's founding.



**1891**
Jennie Henry, the first teacher and principal of Christ Church School, retires after twenty-four years, and the School closes while the church plans to build a mission chapel.



**1894**
St. Saviour's Mission Chapel opens its doors on September 9, and school resumes there the next day.



**1937**
Rev. John A. Wright of Christ Church, rediscovers the Watson school fund earning interest. He forms a committee to reinstitute the School, and on September 13, 135 students begin classes in the St. Saviour's Church Parish house. The School is named Ravenscroft in honor of Bishop Ravenscroft.



**1946**
Dr. Albert Root raises money for a Quonset hut to hold additional classes.

**1915**
St. Saviour's Mission Chapel officially becomes St. Saviour's Church.

**1913**
The school does not reopen following the 1912 school year, and the population of Raleigh rises well over 19,000.



**1927**
A new Gothic Revival-style building is completed for St. Saviour's Church on Tucker Street in Raleigh.




**1940**
Ravenscroft publishes its first annual, *The Raven*.



**1937**
Nancy Davis Lee is hired as principal at Ravenscroft.

**1958**
The first principal at Ravenscroft, Mrs. Nancy Davis Lee Williamson, resigns after twenty-two years, and Lynn Wilder Jr. becomes principal at Ravenscroft.

**1960**
Rev. Willis Rosenthal becomes headmaster at Ravenscroft.

**1959**
Jean Gales Ward becomes principal at Ravenscroft.



**1963**
The first teacher at the Tucker Street school location, Annie Tongue, retires after twenty-five years at Ravenscroft.

**1966**
Friends of Ravenscroft committee is formed to relieve Christ Church and take over the operation of the School and Kate McKimmon Howell becomes acting principal at Ravenscroft.

**1967**
John N. Tuplin becomes headmaster at Ravenscroft



**1968**
In July, Robert P. Holding Jr. and his brother Lewis "Snow" Holding offer a $750,000 matching challenge bid and a plan for transforming Ravenscroft into a college preparatory school.

**1968**
Late in the year, Fran and Dr. V. Watson Pugh '38 identify 115 acres near their horse farm for building a new campus, the board purchases the land on Falls of Neuse Road, and the following January, Ravenscroft is rechartered as an independent school without church affiliation.

**1969**
June Commencement marks the last 8th grade graduation at the Tucker Street campus.

**1970**
Groundbreaking and construction on the new campus begins

# TIMELINE

**1998**
The Bold Initiatives Capital Campaign (1998–2001) begins, and *Ravenscroft School: Story of a Southern School*, the first history book on Ravenscroft is written by Susan Ehtesham-Zadeh based on 400 pages of painstaking research by E. E. "Jack" Carter and his wife, Muriel.




**2002**
Ned Fox becomes interim head of school at Ravenscroft.

**2003**
Doreen C. Kelly becomes head of school at Ravenscroft, and the Charge to Victory Capital Campaign (2003–2006) begins.

**2006**
Dedication of young peoples' theatre, a new strategic plan is accepted, and a new logo is adopted.

**2007**
SMART Boards are installed in classrooms.

**2001**
Five new buildings open on campus: Jones Family Health Center, Maintenance Facility, Middle and Upper School Library & Technology Center, Murphy Hall Upper School, and Winston Lower School Library.



**1996**
The dedication of the Murphy Family Bell Tower and Arboretum, and the Victor E. Bell III '74 Endowment Fund sponsors the Visiting Artist Portfolio Series.



**2011**
New Strategic Vision is adopted as well as a strategic partnership with the Center for Creative Leadership to develop a citizenship and leadership program.

**2012–2013**
150th anniversary of the founding of Ravenscroft.

RAVENSCROFT 150 years



**1991**
Dr. James Cory Ledyard becomes headmaster at Ravenscroft, the Wake County Special Olympics are hosted on the School campus for the first time, and Beyond Z Capital Campaign (1991–1993) begins.

**1994**
Alumni Sports Hall of Fame inaugural class is inducted.



**1988**
Board adopts the 1988 Strategic Plan, and The Robert P. Holding Jr. Memorial Garden is dedicated.

**1997**
Hugh Morton Jr. Art Collection begins with an initial gift from Bob Timberlake, and the Spoleto Study Abroad Program is born.



**1993**
Fine Arts Center dedication and grand opening gala, a new school anthem, and the board adopts a revised version of its 1988 Strategic Plan.

**1987**
Dr. James P. Hendrix becomes headmaster at Ravenscroft.

**1986**
Ravenscroft introduces advanced placement classes and Paul Marshall Long becomes interim headmaster at Ravenscroft.

**1984**
A ceremonial mortgage-burning party is held on the new campus.



**1978**
Ravenscroft School wins the first of three straight football state championships

**1979**
Dr. Grover Smith becomes president at Ravenscroft.

**1973**
Ravenscroft's soccer team travels to participate in an international tournament, and Ravenscroft is accepted in National Association of Independent Schools and accredited by Southern Association of Colleges and Schools.



**1974**
In April the A. E. Finley Activity Center is dedicated, both the boys' and girls' tennis teams win the first of back-to-back state championships, and A. J. Fletcher establishes a fine arts program with a grant of $10,000 from the Fletcher Foundation.

**1972**
Groundbreaking begins for the A. E. Finley Activity Center, the Lower School is dedicated, and Verne Hawes becomes president at Ravenscroft.

**1971**
Dedication of the Middle and Upper School, and Dr. Robert A. Pittillo becomes consulting director at Ravenscroft.

# A TRUE VISION WILL STAND THE TEST OF TIME.

One hundred and fifty years ago, a spark was ignited by Dr. Josiah Ogden Watson's vision to found a parish school at Christ Church in Raleigh, North Carolina. Watson left a $5,000 bequest to start a school at the church led by Rev. Dr. Richard Sharpe Mason, who also had a vision for the teaching of young minds and a passionate belief in education.

Mason wrote: "It is not good for the soul to be without knowledge. Who can tell how soon may begin that intellectual disease which is never to be cured . . . who can tell how soon the mind may commence its divergence from the path of truth."

*". . . education implies not only thorough instruction to fit the student for the pursuits of later life, but the rudiments, the foundation of knowledge. It is here that the impediments are removed, the bridges erected . . .*

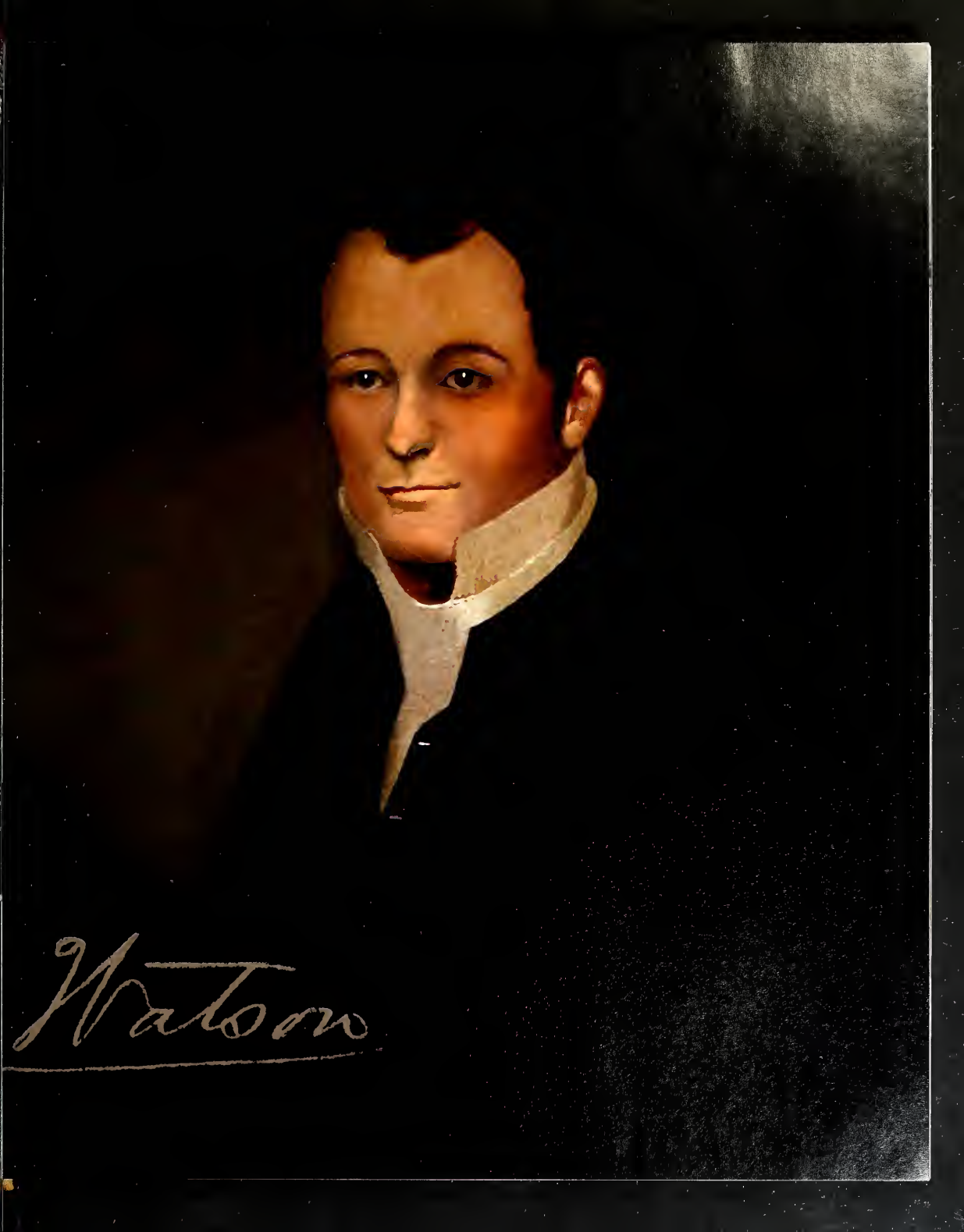
*— Rev. Dr. Richard S. Mason, Rector, Christ Church 1836*

Education, in Mason's mind, implied building a foundation of knowledge, removing impediments, building bridges, and setting a direction for "the young traveler in the paths of knowledge." He built a school to guide students "a short distance on the road he is afterwards by himself to pursue."

Ravenscroft, at its very core, has held that path sacred and guided thousands of young people to lives fulfilled by a love of learning and giving. Ravenscroft continues guiding young minds down the path of truth Drs. Mason and Watson envisioned. We reflect on the past, while celebrating the present, and dream of all that Ravenscroft can be in the future. We are well down a path that renews itself each time a new student begins his or her journey.

The vision of two friends, a spiritual and educational leader and a compassionate doctor and philanthropist, thrives 150 years later. It was a true vision. A school, like the young traveler, continues on the path of knowledge, sending young leaders back into the world with a spark ignited and kept alive by teachers, administrators, families, and the community that is Ravenscroft.

*Opposite. Dr. Josiah Ogden Watson, whose $5,000 bequest became the birth of Ravenscroft.*


Watson

# A country's independence

brings more than the joy and elation of precious freedom. It also reveals the financial realities of war, the sacrifice of lives lost, and the challenge and excitement to continue building a country with the values and intentions of those who led the way.

Thirteen years after the start of America's first great war, upon the heels of a financial depression that shook the South, a vision of firsts is born. At the 1788 Convention in Hillsborough, delegates decree that a new county seat and state capital be built within ten miles of Isaac Hunter's Tavern, a favorite spot of legislators. North Carolina commissioners gather around one of the tavern's tables and plan the birth and rise of a great city that will become the new county seat and state capital—Raleigh. A large town square with city blocks lined with oak and hickory trees springs to life on paper by the hand of William Christmas in 1792. Within two years, the construction of a two-story brick statehouse is completed, and in six more years, the population rises to 669.



As North Carolina leaders envision the rise of a new state capital, sixteen-year-old John Stark Ravenscroft departs by boat from Great Britain to return to his birth home of Virginia. Raised in Scotland, John loses his father when he is nine years old, after which his mother, Lillias, cares for her only child alone. An intelligent, determined woman, Lillias sees to it that her son enjoys every educational advantage available. Little does she know that the educational values she instills in him are the beginning thread that will weave a path into the twenty-first century.

---

This is the story of paths, of common threads, of greatness that comes from a passion connected by hearts and hands across generations and time. A connection that culminates in a school that is more familial than institutional, with an organic spirit and energy that grow exponentially through the lives of everyone it touches and the city that rises with it.

---

Following the American Revolution, the Church of England begins disappearing from the newly free nation as Anglican clergy loyal to the King close their churches in great numbers. In 1789, the Episcopal Church permanently separates from the Church of England, and in 1817, the same year Ravenscroft is ordained deacon, the Episcopal Church accepts the Diocese of North Carolina



Site of the future Christ Church and the parish school that would evolve to be Ravenscroft.



*Top: Plans for the city of Raleigh drawn by William Christmas in 1792. Left: Construction on a two-story brick state capitol was completed in 1794*

into its fold to be overseen by Bishop Richard Channing Moore of the Virginia Diocese. But an unwavering vision is growing through the southeast to erect an Episcopal Church in the newly born capital. In August of 1821, while gathered together in a home filled with dreams of a new church, a group of like-minded Christian friends elect a vestry and officially commit to form the Congregation of Christ Church.

By 1823, the Episcopal Diocese of North Carolina is still without a resident bishop, and Christ Church, while growing strong in membership, remains without a physical building in which to worship. But on May 23, at the general convention at Philadelphia, Ravenscroft is officially consecrated as the first bishop of the Episcopal Diocese of North Carolina. In addition to his role as bishop, Ravenscroft also agrees to a dual role as the first rector of Christ Church in Raleigh. Known as "Mad Jack" during his college years, his commanding presence and strong convictions set a powerful precedent for the direction of the Episcopal Church in North Carolina. As he said to a fellow clergyman:

> Brother Green, I have one advantage over you; while you were brought up in the fear of God and in ignorance of the great wickedness that is going on in the world, I know all about the ways of sinners, and can therefore track the scoundrels into all their dens and hiding places and strip them of their self-conceits and refuges of lies.

*Opposite: John Stark Ravenscroft, upon saving his father's estate from ruin in 1789, enrolled at William and Mary College to study law. He married and adopted five children before applying for Holy Orders within the Episcopal Church.*

With Bishop Ravenscroft's leadership now in place, providence envelopes Christ Church with a bequest of perhaps as much as $16,000 by a parishioner from Trinity Episcopal Church, eighty miles east of Raleigh in Tarboro. Mary "Jackey" Sumner Blount, a widow of Major General Thomas Blount, had signed a will one year earlier for $16,000 to be placed in a trust to build an Episcopal Church in the city of Raleigh, the first gift of its kind given to any Episcopal Church in North Carolina. Upon news of the bequest, Christ Church Vestry begins raising additional funds to build a church on the northeast corner of Union Square across from the Capitol building. In 1829, the small wooden church opens its doors to grateful parishioners who previously had been renting space for services. While Bishop Ravenscroft resigned his position as rector one year earlier, he is blessedly present for the consecration of Christ Church's first building. Sadly, it is to be his last service performed as bishop before his death in March of 1830, following a prolonged illness. Lovingly laid to rest beneath the chancel of Christ Church, his influence and legacy are not to be fully realized for at least another century.



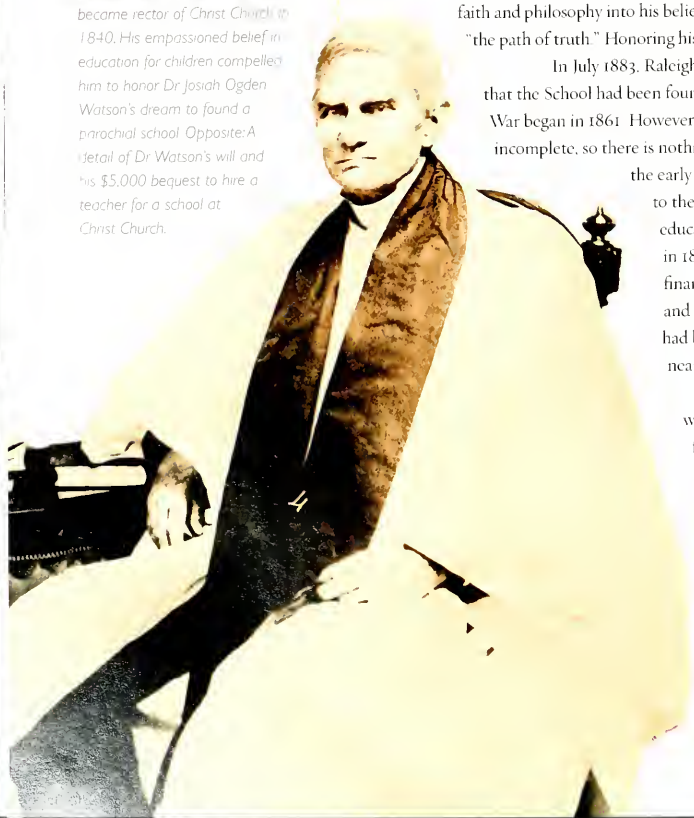
In 1840, the third rector of Christ Church, Rev. Dr. George Washington Freeman, resigns his position and is succeeded by Rev. Dr. Richard Sharpe Mason. Rev. Mason's close personal friend, Dr. Josiah Ogden Watson, is confirmed in Christ Church and becomes an active and philanthropic parishioner. The two have much in common, significantly, their shared vision of the importance of education in the lives of children. In the early- to mid-nineteenth century, it was quite common to have ministers interested and even engaged in the education of their community's youth. Ministers were leaders of their community and many times the most-educated people, so it was only natural that they were often involved in educational endeavors.

Ardent passion is not enough to describe the level of devotion both Rev. Mason and Dr. Watson felt in bringing quality education to the young children of Raleigh. What Dr. Watson cannot accomplish in his lifetime however, he is determined to achieve upon his death. On June 12, 1852, Dr. Watson dies at his Raleigh estate, Sharon, and in his will bequeaths $5,000 to be invested to start a school at Christ Church. Rev. Mason, who had been president of both Geneva College (now Hobart College) and Newark College, does not require additional persuading to realize Dr. Watson's dream.

"It is not good for the soul to be without knowledge," Rev. Mason says, merging faith and philosophy into his belief that education was necessary to keep on "the path of truth." Honoring his friend's wishes was fulfilling his own.

In July 1883, Raleigh's newspaper, *The News and Observer*, reports that the School had been founded and was operating until the Civil War began in 1861. However, early church records are sporadic and incomplete, so there is nothing in the Christ Church archives to describe the early educational instruction if it did occur. Prior to the Civil War, the South had not built a strong educational infrastructure. When the war ended in 1865, the South was devastated physically and financially with an epidemic of closed schools and businesses. Understandably, if the School had begun before the war, it would have been nearly impossible to continue.

History is filled with tangents, points where a path diverts due to the capricious foibles of humanity—a misplaced numeral,



*Rev. Dr. Richard Sharpe Mason became rector of Christ Church in 1840. His empassioned belief in education for children compelled him to honor Dr. Josiah Ogden Watson's dream to found a parochial school. Opposite: A detail of Dr. Watson's will and his $5,000 bequest to hire a teacher for a school at Christ Church.*

Page 1st

In the name of God. Amen.

I, Josiah Ogden Watson of Pineville Johnston County
North Carolina, do make publish & declare the following
my last Will and Testament - I wish my body
buried in the grave yard at Raleigh
Wife & daughter whereas it
... And as for my worldly
items all as follows: -
John B. Watson in Alabama,
ves all My estate Real & personal
Mississippi, & I now lend to
negro Man Daniel the Carpenter
ina & Rocksanna & infant Malvina,
be born after the 20th November
said brother, I give the said
my brother John's Children;
to be divided between them,
his will, to distribute said
my gold watch to my brother John.
ions lying below Smithfield
the name of the Islands contain-
& acres or more, in two seperate
each of said plantations, as
belonging to said plantations
necessary tools, Stock &c. &c. Now I do hereby give,
devise and bequeath all that part of said estate, which I
purchased of Daniel Bowen & John Farmer, lying
westerly lying North of Polecat
the

Extract from the Will of Josiah O. Watson

I hereby bequeath to my friends Wm
aywood Jr. and George E. Badger Esqs
000 - out of my State Bonds - in trust
t they will invest the same in some
le Stocks, and cause the interest
so applied forever as a fund
mploy a teacher of a Parish School
Christ Church Raleigh, with the right
privilege to pay over the said
000 - into the hands of trustees
appointed by the congregation of
st Church Raleigh for the purpose
said and I hereby request them
the this trust fund is so secured
protected as to effect the charity
y intended, they acting with the
nsent approbation of the Vestry
Wardens of Christ Church
eigh, in the premises -



Young Mary Jane Henry, third from left, pictured at the old brick schoolhouse on Cedar Grove School Road, a community known as Adolph, near the Brazos River community of Alvin, was named for Mary Jane Crawford, standing to the left of Mr. Henry. The schoolhouse, formerly the Adolph Rudder and Angel Schools, is currently used by the Alvin Independent School District for storage.

VIII.

## Mary Morris; or, the Clematis and Woodbine.

The hand of the diligent shall be made rich.—*Proverbs x. 4.*

There was once a little girl whose name was Mary Morris. Her father was a carpenter of very superior skill, and therefore fully capable of maintaining his family in independence and comfort, but that he was both indolent and profligate. His wife was a pious, industrious woman, who made every effort to preserve a respectable appearance among her neighbors, as well as to do her duty to both husband and children. But, alas! this vast responsibility, together with the sense of her husband's degradation, was fast benumbing her energies, as it was breaking her sensitive heart. Nine small children looked to her feeble hand for bread as well as shelter from the chilling winds of winter. Many a night had this despairing mother gone to her wretched pillow without a morsel of food, that her children might be relieved of the pain of hunger.

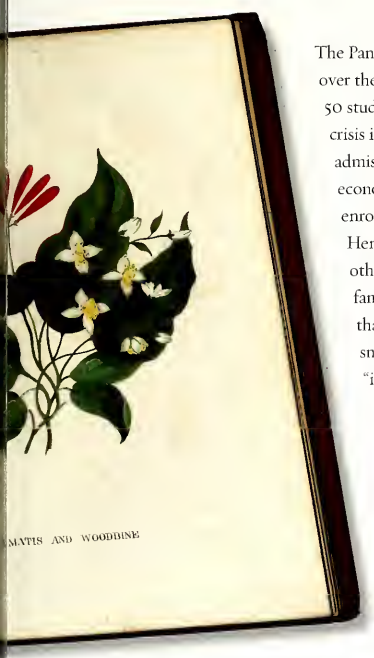
Mary was the eldest of these nine children, herself

and future events are impacted in unexpected ways. In one such moment, the will belonging to Dr. Watson had originally been entered into Johnston County Court since most of his properties were there when he died. Ten years later, when the will was then entered into the Wake County court records, human error caused the probate date to be recorded as 1862 rather than 1852. The minor detail, a clerical error in Dr. Watson's will, creates the moment we celebrate as our founding as the plans for the School officially take form.

Rev. Richard Mason makes good on his vow to honor Dr. Watson's dream and Christ Church School opens its doors for the first time. With recently widowed Mrs. Jennie Henry as the school's first teacher, somewhere between sixty and seventy students are welcomed into the parish school, a small wooden building on the north side of the church facing the capital on Union Square, ringed by lovely maturing oaks and elms.

Almost ten years earlier, Rev. Mason's wife, Mary Ann Bryan Mason, published the first illustrated children's book by a woman author in North Carolina. Entitled *A Wreath from the Woods of Carolina*, it is a collection of eleven stories that teach the importance of truth, honesty, and other moral lessons. It is possible that students were taught from that book in some of the early classes at Christ Church School. Although there is no record of it, at the very least, it reveals the level of devotion both to education and to children that abounded within the hearts of those at Christ Church.

*Left: Rev. Mason's wife, Mary Ann Bryan Mason, published a book of moral lessons for children,* A Wreath from the Woods of Carolina *in 1859. Written from the heart and desire of one devoted to children's education, it was the first illustrated book for children in North Carolina by a woman author.*




The Panic of 1873 arrives in autumn, and unemployment rises to 14 percent over the next five years. The following year, school enrollment drops to 50 students. While classes are free at Christ Church School, the financial crisis impacts families in more ways than one can imagine and causes admission to fall. Enrollment drops to a low of 28 students until the economic recovery takes hold, and then a staggering 125 students are enrolled for the 1885 school year. Church records tell a story of Mrs. Henry not only running the School but also attending baptisms and other important family events in the lives of her students and their families. It is apparent there is concern and care for each student that goes beyond the daily lessons in class. All seems to progress smoothly until talk begins of transforming the School into an "industrial" facility and moving it to a new location.



The first students to benefit from Dr. Watson's request met in this modest wood building on the north side of Chapel Church. Originally facing the capitol building, several years it was enlarged and turned to face Edenton Street. This circa 1910 image is the only known image of the first school. It was torn down to make room for downtown Raleigh's [illegible]




Raleigh 1872

Soon after the mention of possibly moving the School, enrollment drops to thirty-two students, and in 1891, Mrs. Henry resigns her position and moves to Ashe County in Western North Carolina. The church decides to delay hiring a new teacher to focus on a new mission chapel they plan to build on the west side of town. The School experiences a three-year dormancy, marking the end of its first incarnation.

Despite another economic crisis in 1893 that launches a four-year depression, Christ Church manages to open its new mission chapel, St. Saviour's, on September 9, 1894, on Johnson and West Streets in Raleigh. The School reopens the very next day within the welcoming walls of St. Saviour's, and in one year, fifty-two students are enrolled with two teachers on staff.



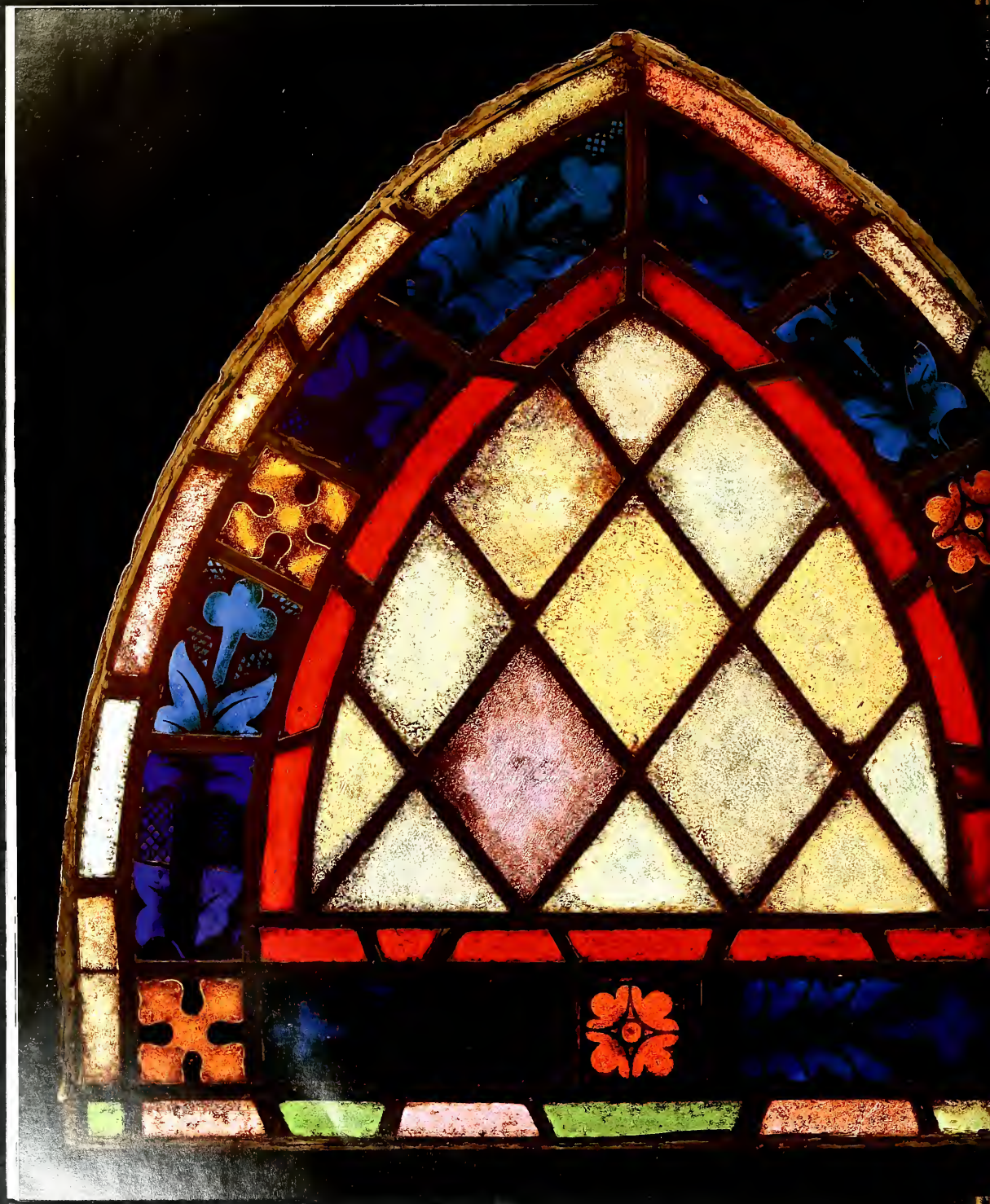
*Above: The original St. Saviour's Mission Chapel that opened its doors on September 9, 1894. Opposite: St. Saviour's Chapel officially becomes St. Saviour's Church, and a beautiful stone Gothic Revival Chapel is completed in 1927.*

As Raleigh's population increases to 19,218 in 1910, school enrollment over the years seesaws significantly. By 1912, only eighteen students are enrolled, and Christ Church is in debt to the Watson school fund by $4,615.91. A year later, a legal claim is made against the church for unpaid interest, and the following year, World War I begins in Europe.

By the time the war ends in 1918, St. Saviour's Chapel has officially become St. Saviour's Church, and there is no record of the parish school having been in operation since 1912. Raleigh's population continues to flourish, as does the congregation at St. Saviour's. Christ Church Vestry decides to purchase a city block bordering Tucker and Johnson Streets, where they plan to construct a stone chapel, parish house, and rectory with generous donations by several parishioners.

The largest contribution comes from lifelong church member, Ernest Haywood, whose brother Edgar had died in 1924, leaving him a substantial inheritance. Ernest contributes $40,000 to be used to build the new chapel, asking that it be known as The Edgar Haywood Memorial Chapel. The current Rector, Rev. Boston McGee Lackey, is overwhelmed with gratitude and, in a letter, expresses his conviction that the generous gift stand as a memorial to both brothers, noting their benevolent and noble hearts. On August 9, 1927, the cornerstone is laid as the beautiful Gothic-Revival stone chapel rises proudly on Tucker Street along with an education wing and a new stone veneer rectory.





Years pass as the church congregation continues to grow and the Great Depression devastates the country from coast to coast. With the climate of the deteriorating economy, Christ Church struggles to meet its operating expenses, and in order to remain open, must resort to using money that had been slated for special projects. Christ Church Rector Rev. Dr. Milton Barber is successful in seeing the church through this difficult time in history, but the stress takes its toll and on March 27, 1935, he suffers a serious stroke that forces him to resign six months later. His contribution and service to the church are enormous, and he becomes the second rector emeritus in the history of Christ Church.

A search for a replacement rector leads the vestry to three Episcopal clergymen who all decline the inquiry. It takes a second call to Rev. John Armstrong Wright in Augusta, Georgia, to persuade him to lead as rector at Christ Church. It was Rev. Wright, who shortly upon assuming his new position in October 1936, rediscovers Dr. Watson's original school fund earning interest. This discovery compels Rev. Wright to approach the vestry with a proposal to reopen the parish school. A committee is formed, and in June, the committee members propose that the school include Kindergarten through fourth grade to begin the coming fall with an approved expense of $500 to go toward school equipment. On June 21, 1937, it is decided that the School be officially named Ravenscroft after Bishop Ravenscroft. One hundred and fifty-six years after Ravenscroft's mother devoted herself to ensuring the best educational opportunities for her son, a school is now named in his honor to continue that legacy.



*Above: Rev. John Armstrong Wright discovers Dr. Watson's original school fund earning interest and proposes to reopen the school at St. Saviour's*
*Opposite: This original stained glass window from Ravenscroft School at St. Saviour's is being stored until it can be incorporated into the School's next phase of expansion.*

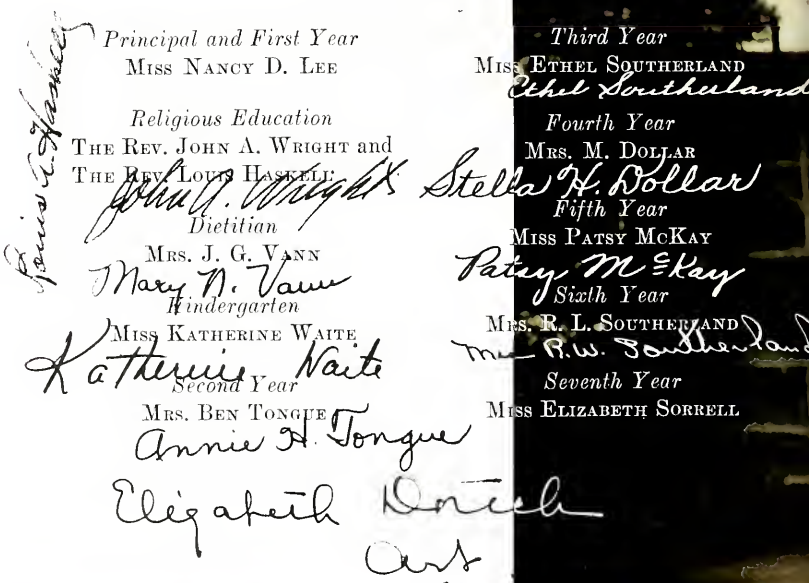
Ultimately, it isn't financial resources, nor the planed wood planks, nor the bricks and mortar that make a school, but the selfless educators and their gift for reaching young souls and giving birth to a passion for learning. Teachers, who nurture,

challenge, and enable eager students with the tools of critical and imaginative thinking, are the true foundation of a school. Instilled with an explorer's quest for knowledge, students navigate with their own compass a personal journey into the world. This is the journey envisioned by Rev. Mason, leading "the young traveler in the paths of knowledge."

In the same tradition as Mrs. Henry in 1868, a familial environment becomes the strength of the newly christened Ravenscroft. The inspiring leadership and care of two brilliant educators, Miss Nancy Davis Lee and Mrs. Annie Hardy Tongue, become the mortar holding together this incarnation of the small church school. Mrs. Tongue is hired as the first teacher and Miss Lee, affectionately known as "Miss Nannie," as principal and first-grade teacher. With a nine-month schedule, one month longer than Raleigh public schools, Ravenscroft opens September 13, 1937, to 135 students at a cost of $6.50–$7.00 monthly per child. Tireless, lifelong learners themselves, Miss Nannie and Mrs. Tongue lead classrooms filled with energy and genuine warmth. An immediate success, attendance swells, challenging the School's physical confines but not sacrificing the quality of education. Still, strategies are brainstormed for building new space and expanding the School despite limited financial means.



*Above: Miss Nancy Davis Lee becomes principal at Ravenscroft. Opposite: The original staff of Ravenscroft when it opened on Tucker Street in St. Saviour's. Overleaf: Beloved teacher, Mrs. Annie Hardy Tongue, stands with her class in front of Ravenscroft on Tucker Street.*












*Above: The very first Ravenscroft annual, The Raven, was created in 1940 and dedicated to Miss Nancy Lee Carpenter. Class is held in a Quonset hut on the school grounds due to student enrollment growing beyond building capacity.*

As World War II begins, the School's financial challenges build and, in 1944, Rev. Wright resigns his position as rector to join the armed forces as a Lieutenant Chaplin. School enrollment continues to grow beyond the School's capacity. School physician and trustee, Dr. Aldert S. Root, manages to raise $8,037, which is used to install a cozy Quonset hut (a prefabricated round-roof steel structure), complete with potbellied stove, where classes can be held. Students continue to flock to Ravenscroft, the war doing nothing to deter the conviction and passion to shepherd the School's growth despite its many budget and physical constraints. Before resigning in 1951, Dr. Root embarks on another fund-raising campaign with a vision to build a new, modern school financially and physically separate from the church. While his dream is delayed by economic difficulties surrounding the Korean War, it is shared by another supporter and trustee, Mr. E. E. "Jack" Carter, who continues to raise money and guide Ravenscroft's direction as the church begins losing interest in supporting the School.

The day finally arrives on January 17, 1966, when Christ Church votes to terminate its operation of the School. A committee, the Friends of Ravenscroft, is quickly formed to operate the School independently of Christ Church, and, on February 21, a formal agreement is signed with Mrs. Mary Ann Broughton as acting chairperson. Thus begins a long and complex separation from the church that while, both joyous and painful at times, marks yet another rebirth for Ravenscroft that ensures its continuing presence and attracts prominent leaders in the Raleigh community. Their insightful vision will fulfill Dr. Watson's bequest in ways he could never have imagined.




HAVE BRAIN
WILL USE







*A long-held tradition was the elaborate, full-costumed Christmas Pageant held every year at Christ Church.*



Robert P. Holding Jr., one of the most enlightened visionaries in Ravenscroft's history, is elected as chair of the board of trustees in September 1967. With his progressive vision as well as the desire of Headmaster John N. Tuplin, Ravenscroft takes its first steps toward true greatness, beginning with a donation of $750,000 by Robert and his brother, Lewis R. "Snow" Holding. A donation to be matched by the board, the Holdings' contribution launches Phases I and II toward the goal of reaching $5 million to purchase land and build a school, transforming Ravenscroft into Raleigh's first college preparatory school for grades pre-Kindergarten through twelve.

Additional support immediately follows the Holdings' lead, beginning with Victor E. Bell Jr., Mary Ann Broughton, Jack Carter, and parents of Ravenscroft students, Fran and Dr. Watson Pugh '38, who become invaluable to the future development of the School. In January of 1969, as grand construction plans are drawn and a vision sharpens, Ravenscroft officially separates from Christ Church, yet maintains a spiritual foundation in its approach to education.

The vision and finances all seemed to be falling into place, with one question remaining: where to build the School? The answer soon comes from two of the School's greatest supporters, Fran and Dr. Watson Pugh '38. In a meeting with Robert Holding, they alert him to 115 acres of land available for purchase on Falls of Neuse Road near their horse farm. While this location is well north of downtown, the Research Triangle Park has become an employment draw and Raleigh's population nears 122,000 people. This provides even more evidence that an innovative college preparatory school is needed and building it north of the city will be the perfect location as more families begin moving near what eventually would become the most prominent high-tech research and development center in the country. Although some supporters still disagree with the School's proposed location, the land is purchased and the School conducts its final graduation ceremony at the Tucker Street location on June 4, 1969.



While the Tucker Street days are filled with great progress and treasured memories, an era must end to allow a new and exciting one to begin, all while keeping true to the original vision of the School and its most important mission—to discover the passions that reside in each individual child and guide each along his or her own personal path to a love of life-long learning.



*Opposite: Robert Holding shakes the hand of A. E. Finley, a prominent Raleigh businessman and a generous contributor to Ravenscroft's transformation into an independent college preparatory school. Above: Fran Pugh, along with her husband Watson '38, identified the available land on Falls of Neuse Road for building the new Ravenscroft campus. Fran has served on the board for over forty consecutive years and continues to be one of the most prominent supporters of Ravenscroft. Left: Teachers at Tucker Street hanging student art on a classroom wall.*

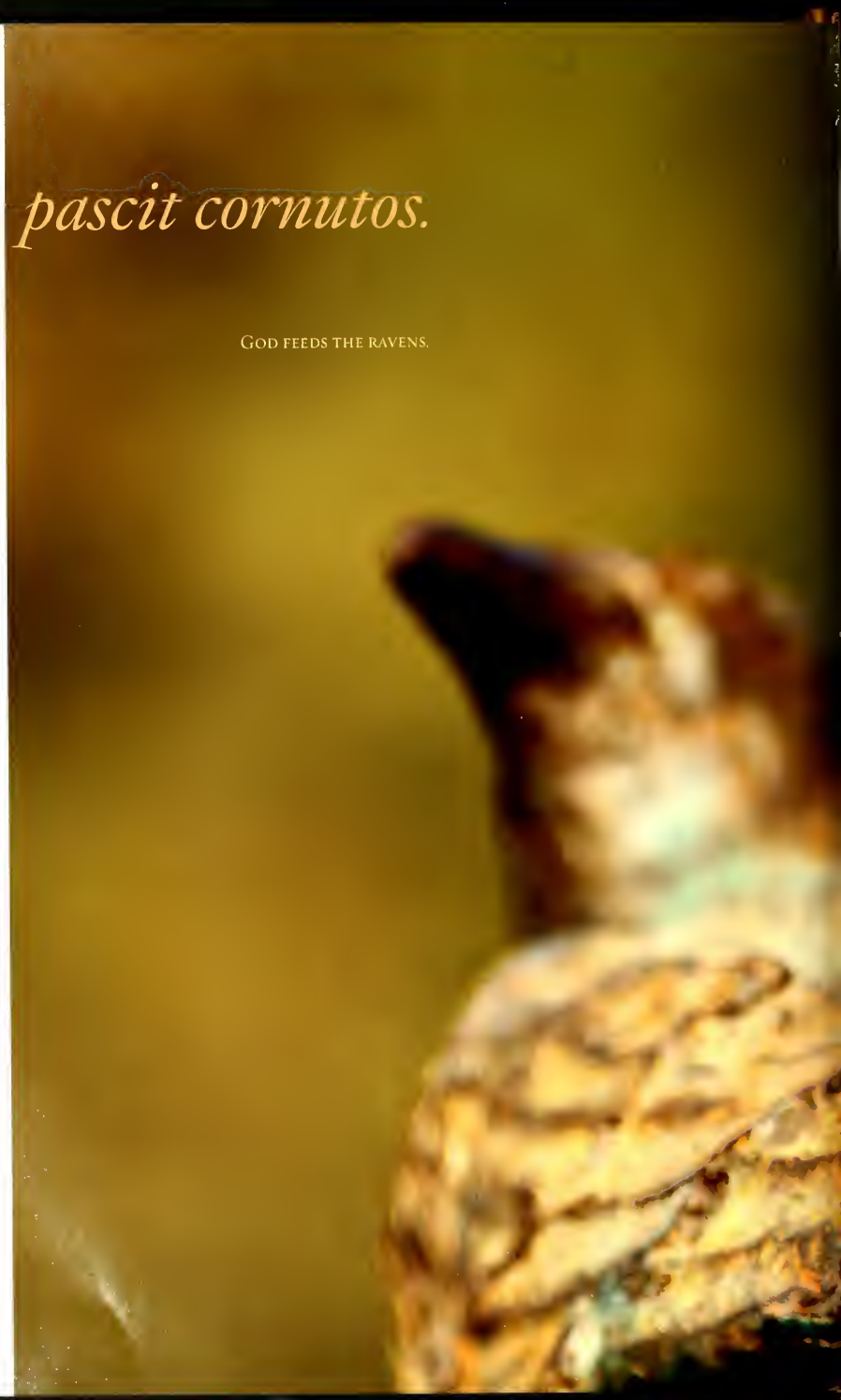


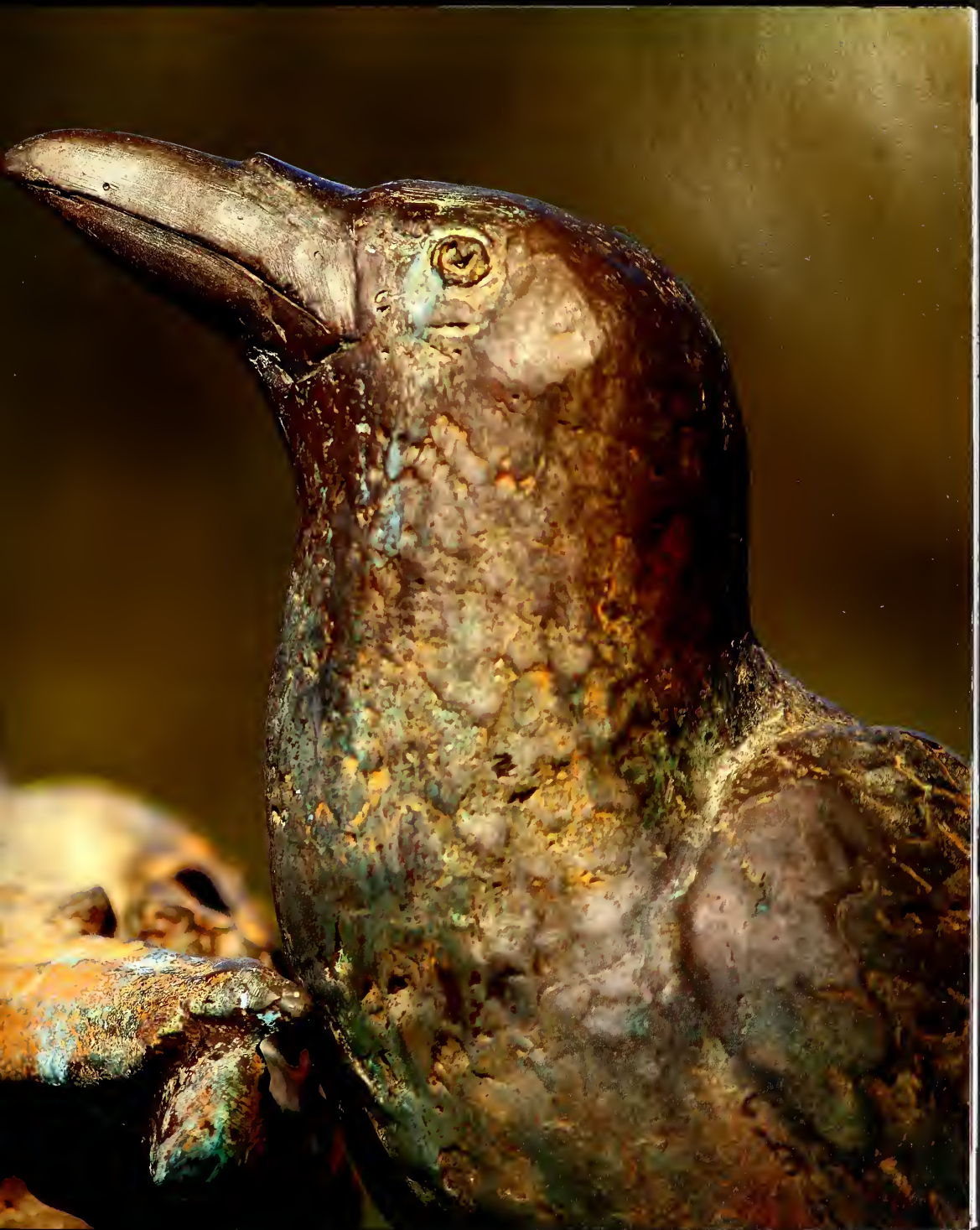
1960

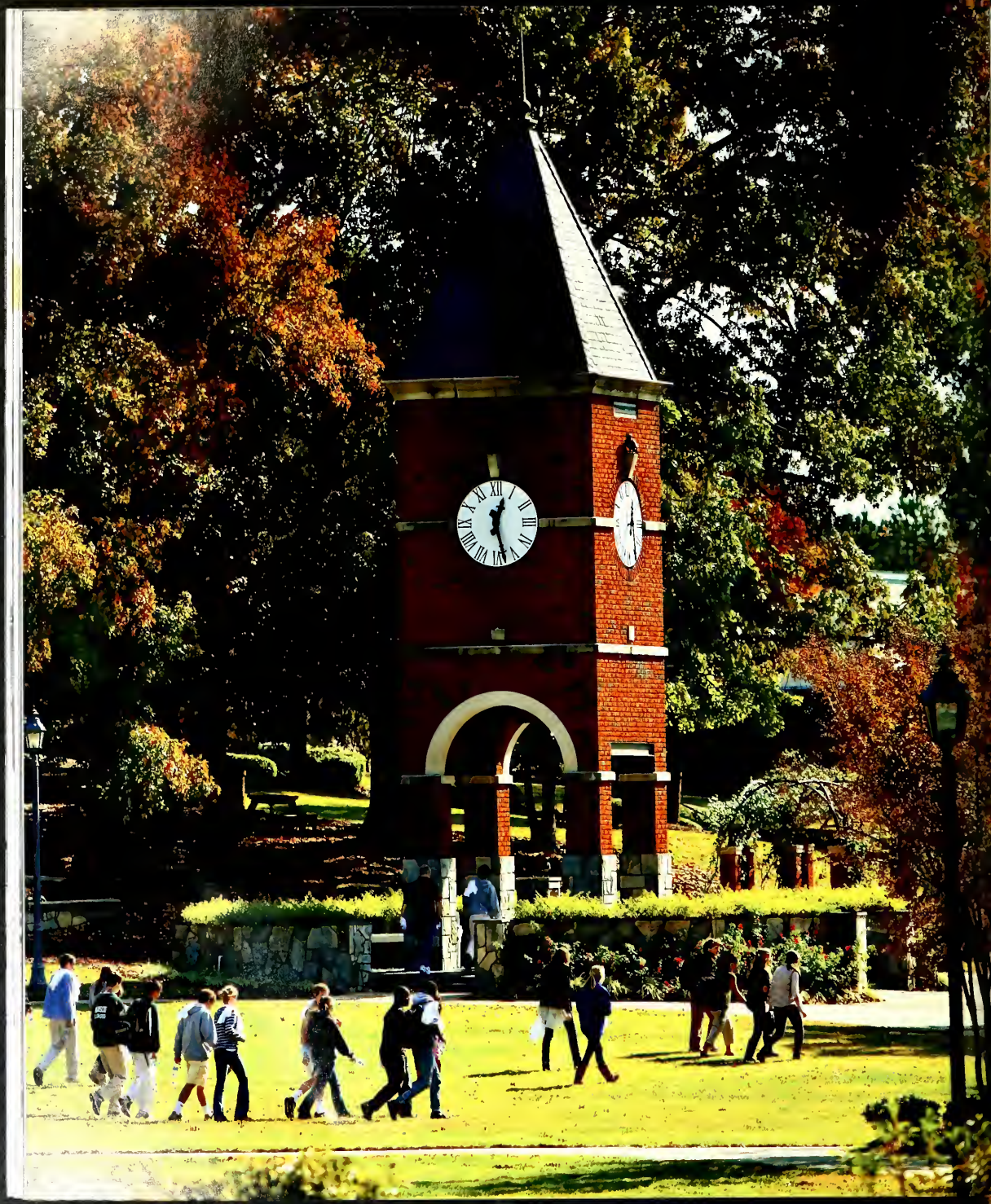

DRA
CAROLINA

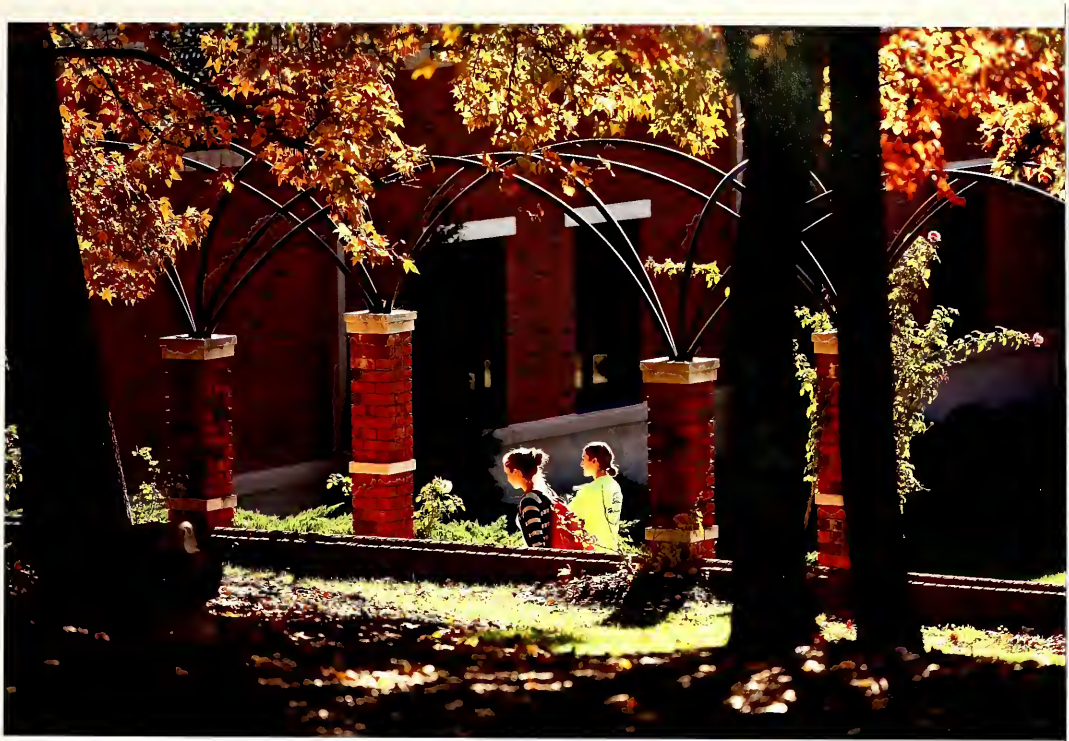
*Deus pascit cornutos.*

GOD FEEDS THE RAVENS.









*In 1862, a seed was sown deep into the lives of our children and our community. From that seed has come great minds, great talent, and great hope for our future.*









*"There's an energy you feel around the School, it's electric, you feel it in every grade."*

— *Patrick Bailey '11 and Zaki Haidary '11*






THE NORTH FACE




Compaixão
Espírito
Honra
Respeito
Dedicação
Responsabilidade

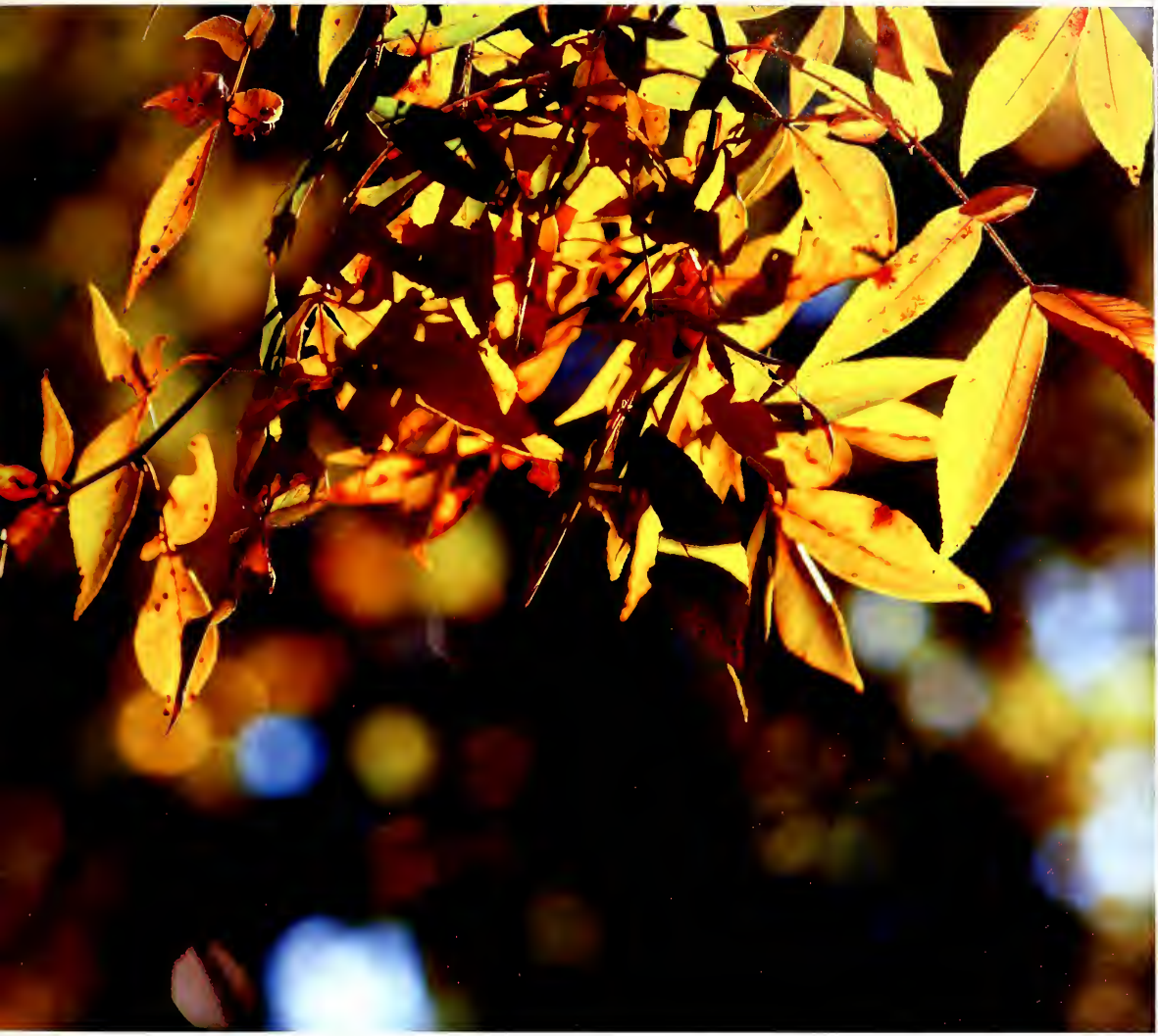
Compassion
Honneur
Courage
Responsibility

*"Every facility built on this 125-acre campus has been due to the generous support of families. We all share a vision, and these impactful gifts change the life of each and every child at Ravenscroft."*

*— David Lindquist*
*former Ravenscroft Director of Development*
*Parent of Alumnae*












RAV


NS

# A journey reaching across centuries

*There is only one child in the world and the Child's name is All Children.*

— Carl Sandburg

was born of a simple dream to start a small parish school in Raleigh's Christ Church. A visionary bequest became the first cobblestone in a path stretching into a new millennium, worn smooth by the promises kept to thousands of young learners. The man with the dream, Dr. Josiah Ogden Watson, would be followed by others shepherding the dream and watching it grow.

Could he have envisioned the lives changed through his singular act of generosity? It is beyond imagination. One teacher in a small parish school laid a foundation. Thriving into a new millenium, the humble School has become an internationally-recognized model for the education and preparation of its most precious resource: children.

As students traversed the years, the School grew, moved, and grew some more. It soon grew beyond its capacity with teachers and students tucked into bell towers and under stairwells. With the concerted effort of ardent supporters, Ravenscroft advanced into the modern era to an expansive new campus on Falls of Neuse Road, where growth was limited only by imagination—and imagination seemed limitless.

We pause in a moment of reflection—arbitrarily, we create touchstones from historical markers, and 150 years is an appropriate place to honor the past, examine the present, and contemplate the future. The legacy of Dr. Watson's dream is the imagination of a future untethered by our own bounded knowledge, surely as our present was unimaginable to him. It is a future grounded in the faith that each successive generation will make use of the most advanced resources to prepare young minds for a world quite different from ours now, a world that will be passed into their care.




Enveloped by stately oaks and magnolias, Ravenscroft's stone columns and iron-picketed gates open graciously to reveal a sprawling campus connected by rolling hills and meandering walkways, carefully planned with classrooms, laboratories, theaters, libraries, open spaces, and athletic fields. And while the setting is distinctly modern, it retains the familial environment for learning and growth that can be traced back to the first classroom in a small wooden building next to Christ Church.

Generosity, commitment, and a clear vision are threads woven through the Ravenscroft fabric creating a tapestry of faculty, staff, alumni, students, and families all intertwined with a passion for lifelong learning.



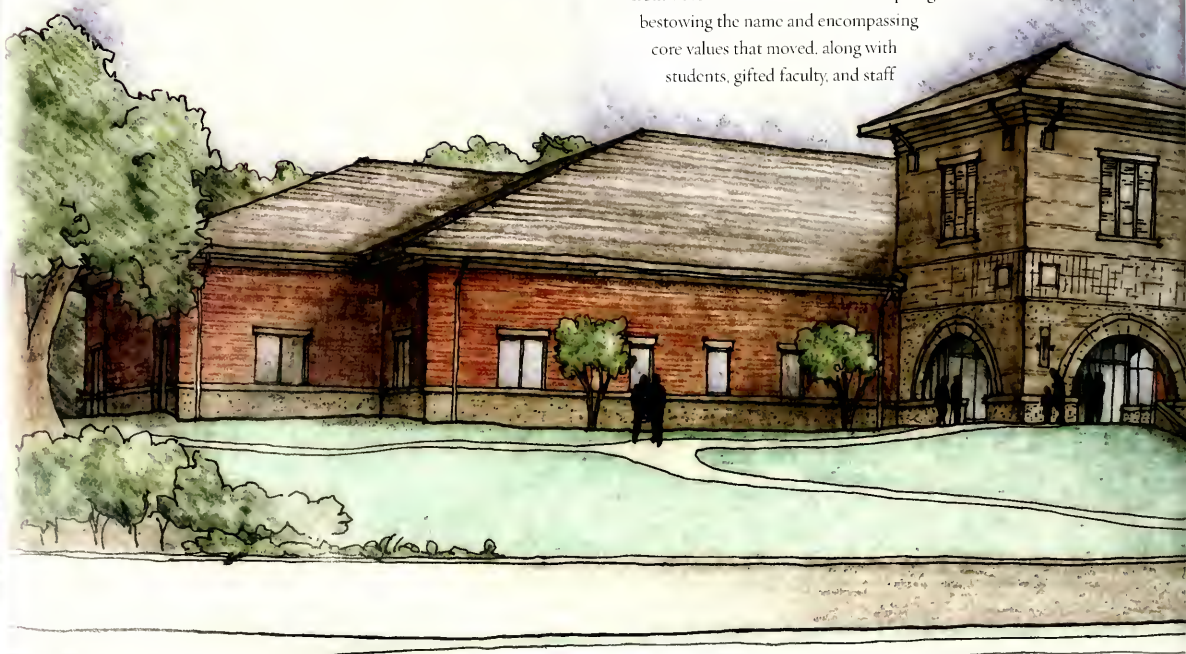
Before the buildings were raised, before the iconic Murphy Bell Tower first marked the hour, a master plan was devised with trailers serving as classrooms on the newly purchased acres of countryside on Falls of Neuse Road. The vision of another dreamer shaped this new incarnation as Robert Holding forged an idea and lit a fire that consumed incredible obstacles.

Vision, in the metaphorical sense, is the ability to see beyond current trends and convictions to a different reality. While the pervading mindset considered Falls of Neuse as too far from Raleigh's center with few willing to drive the distance, Holding had a bolder and longer view. His faith in that vision would become one of the cornerstones of a growing city, and Ravenscroft now sits in the geographic center of the city's population.

He was not alone. The story of Ravenscroft in the last half of the twentieth century was one of a community putting its faith and financial support into building a school that would never pause in the pursuit of excellence, but instead, met the challenges of a rapidly changing world. Like a Midwestern barn-raising, Ravenscroft was built by the passion and efforts of many: civic leaders, families, teachers, administrators, and staff, pitching in—building not a barn, but a school—with children entering every day, endowed with books and dreams.

Strolling among the roses and beneath the magnolias, passing through the arches of the Murphy Bell Tower, and entering one of fifteen buildings that dot the rolling 125-acre campus is to travel a path laid out over 150 years.

Tucker Street created the launching pad from which the current incarnation sprang, bestowing the name and encompassing core values that moved, along with students, gifted faculty, and staff



to its present expansive location. For more than thirty years, the School nurtured and taught a core of Raleigh's youth in an atmosphere that is fondly and emotionally invoked as family. For those alumni, there is a deep connection to the classrooms in St. Saviour's parish house and the army surplus Quonset hut where they received lessons that would guide them through life.

Herbert L. Gupton Jr., a 1953 graduate, recalls a deep sense of community at the School, promoting high moral standards and character, which offered him and his classmates the incentive to learn and prosper both as students and citizens.

Ravenscroft has evolved from the homogeneous student body of Tucker Street to a diverse community of students, but, according to Gupton, has maintained its strong sense of community and its connection with earlier Ravenscroft students.

"It's an excellent part of the educational system and an important part of the community at large. The Ravenscroft experience then, as now, goes a long way toward accomplishing the goals of youth to grow, learn, and connect with others and, therefore, prosper in the community."

Gupton says, crediting his days at the Tucker Street campus with an enduring connection to the School.

The School's path has always contained obstacles to overcome, and the limited size of the Tucker Street school coupled with the needs of the city, present a decisive moment to step forward onto the freshly mowed fields of grass and the pine forested land of a new campus.

Both melancholy and the thrill of anticipation fill the hearts of staff and students as the final commencement is held at Tucker Street in 1969, and Ravenscroft begins a new chapter with twenty-one trailers clustered on the muddy fields of the Falls



*Architectural sketch of the Library & Technology Center, which was built on Ravenscroft's Falls of Neuse campus and opened in 2000.*

of Neuse campus. A blast of dynamite on March 24, 1970, punctuates the move into the modern era at Ravenscroft, dramatically marking the groundbreaking for the first permanent building.

The new location provides a treasured commodity unavailable on Tucker Street—space. Room for growth means more students, and the small school begins adding grades, soon to become a full-fledged college preparatory school with students in pre-Kindergarten through twelfth grades.

This grand expansion is accompanied by a fear that the intimate, family environment of Tucker Street might be lost as an alchemy of another order takes place. The fears prove unfounded as educators emphasize nurturing the individual student's talent and potential through close relationships with teachers in a trusting atmosphere with limited regimentation.

This is the true beginning of a new heart and soul for Ravenscroft. Headmaster John Tuplin, who helped transition the School to its new location, articulated this approach: "The student is the most important part of the structure of the School. It is not the purpose of the School to set a pattern and then fit every student into it; it is rather the attempt to individualize each youngster's education as much as possible."

The excitement of this new period was felt by student Vic Bell III '74. His father, Vic Jr., was instrumental in the School's move, and Bell entered as a sophomore in 1969.

> I came in the tenth grade, and it was just the beginnings of the School—you could feel the excitement. You could feel a lot of things to come. Of course, the rules were being written, and I remember the student government was asked to write the rules for the high school, and that was very exciting. You don't get many chances to write the rules for the school you attend.

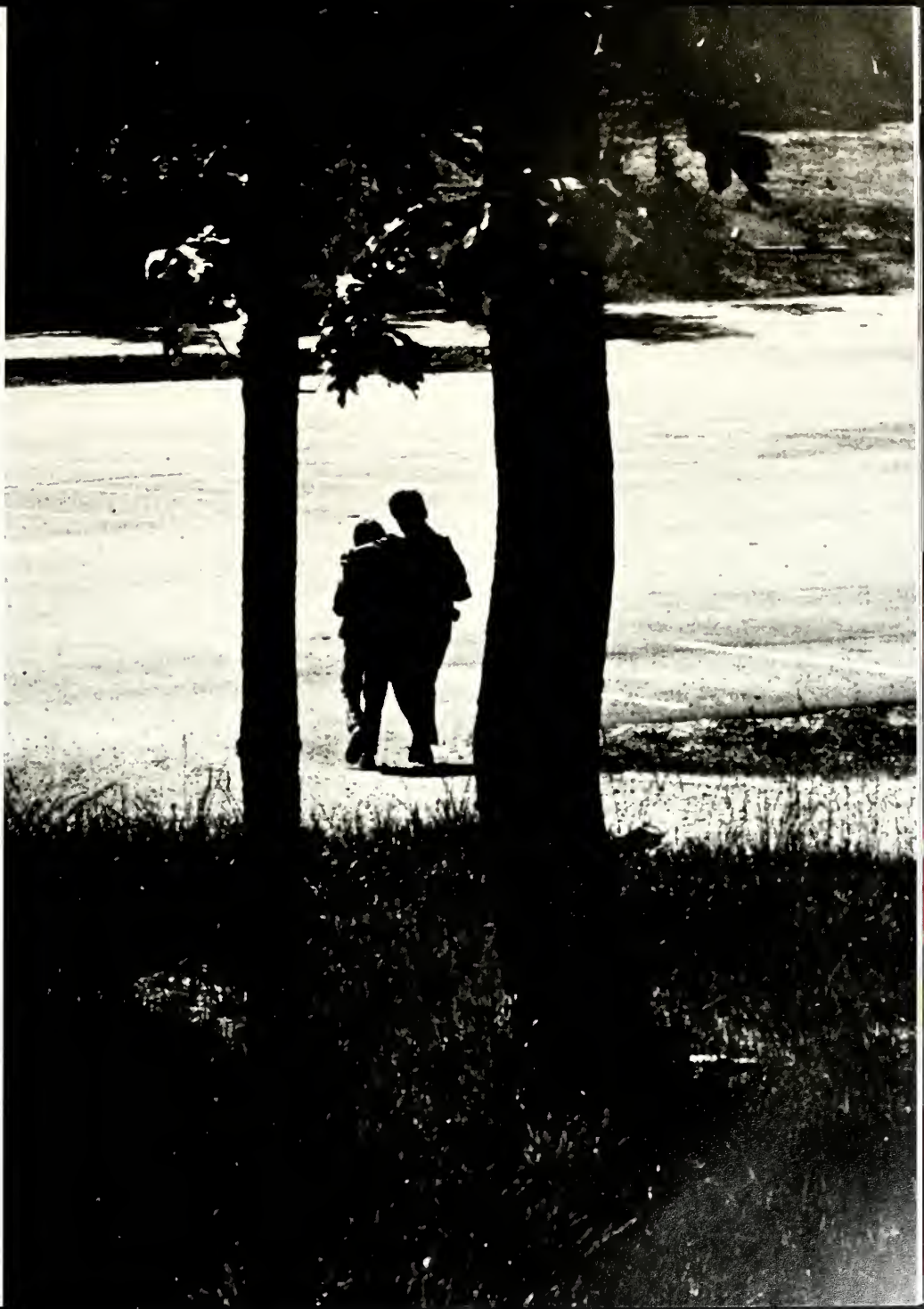
Bell III, who has experienced Ravenscroft as a student, parent, and as leader of the board, is a testament to the power of that innovation, which both embraces the history of the School and crystallizes the core values that have remained at the center of its educational promise.

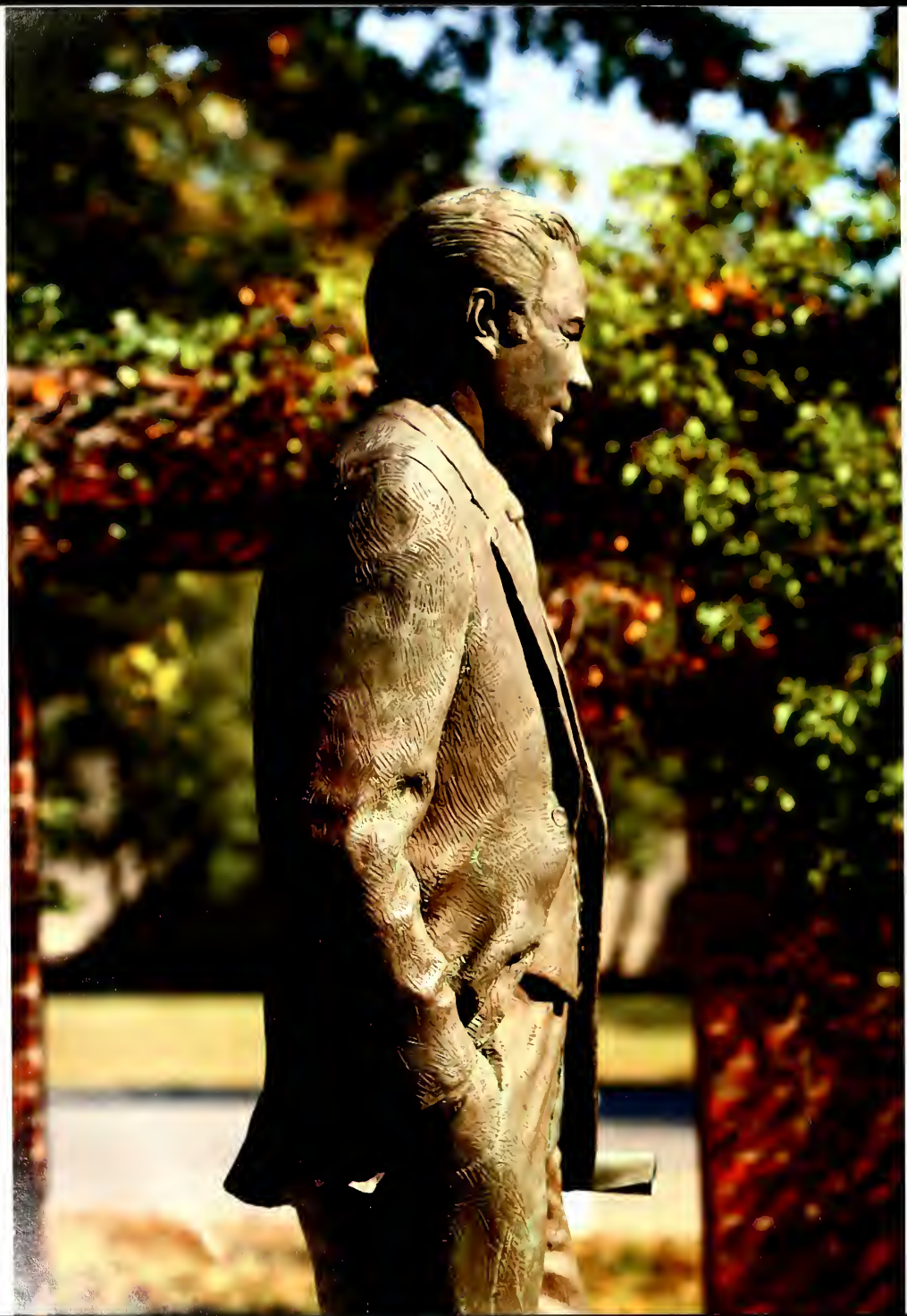
An exciting pioneer spirit is shared by the early students and staff on the new campus as they gather in trailers for class. Margaret Mills '76, remembers the move to the new campus in 1969. She was a student and her entire class fit into one trailer.

> They had a big vision. When I look around and see the School and how it has matured, grown and taken shape, it just amazes me to think that it was a bare patch of land with a lot of trees on it. That first year, we had nothing but trailers and blacktop.

*"When I look around and see the School, . . . it just amazes me to think that it was a bare patch of land with a lot of trees on it. That first year, we had nothing but trailers and blacktop."*

*— Margaret Mills '76*
*Ravenscroft Associate Director of Admissions and Marketing, 2012–13 Alumni Council President, Parent of Alumnus*





It is Ravenscroft she credits with setting her sights on goals and accomplishments beyond her imagination. "I always felt cared for. I felt it was a safe environment in which to try some new things, even if I made mistakes. I always felt as though I was valued for who I was. My teachers knew my strengths; they knew my weaknesses. They knew when I made mistakes; they knew when I did something good. But I always felt as though, at the end of the day, I'd be appreciated for who I was."

Thirty-two members of the first senior class proudly cross an outdoor stage to receive their diplomas on June 6, 1973, and Ravenscroft comes of age as a full-fledged college preparatory, independent school. Holding, who had done so much to make this day possible, speaks to the graduates, exhorting them to "seek credible and moral approaches and solutions" to the issues they will face in life. He reminds them that they have received a valuable education and will be held accountable to it.

As the final students descend the stage and move their tassels from right to left, Ravenscroft reaches the other side of a journey begun long ago. It has fulfilled its promise, and these new graduates enter the world with both heart and wisdom. This cycle has repeated itself time and again, and the evidence of its power is in the successful and diverse lives of its many graduates. Leaders in the arts, business, science, and humanities can all trace their core values back to the lessons they learned in the trailers, classrooms, theaters, athletic fields, and libraries of Ravenscroft.

The next decades see both growth and setbacks with economic and societal challenges; yet, the core value at the heart of the School remains, distilled by Bruce Miller, retired assistant head of school and honored teacher, in one of the early philosophical statements at the new campus:

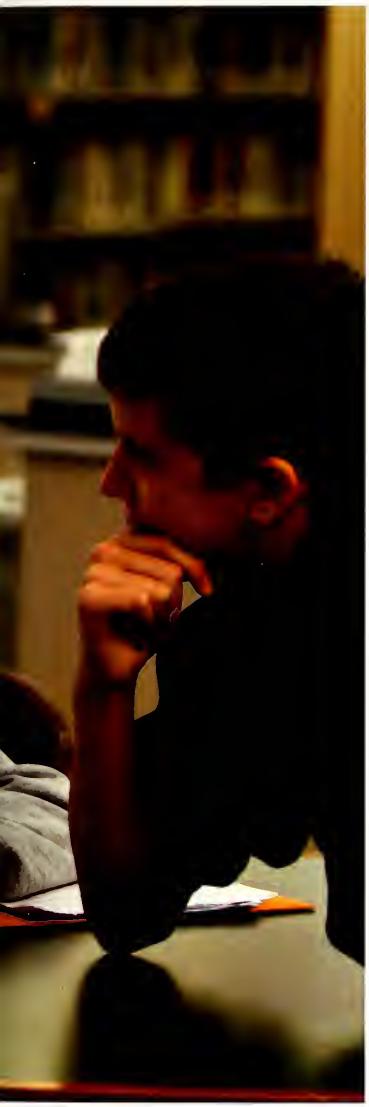
> Inherent in Ravenscroft is an ever-present concern for the higher ideals in life; among them integrity, self-confidence, intellectual curiosity, creativity, conviction, sportsmanship, and service. It is these qualities, coupled with achievement in the classroom, in the studio, and on the playing field, which constitute the spirit of excellence sought by the School for all of its students.

These ideals are enhanced over the years, adapted to clearly guide each area of the School's mission with specific goals. An overall vision, consisting of key elements for academics, community, the environment, the educational journey, and personal relationships at the School

*"The move to Falls of Neuse was a powerful vision, and the Holdings were good at looking ahead and taking some risk and bringing other people along."*

*— Vic Bell III '74*
*Ravenscroft Board of Trustees, 1986–1991, 2007–2012*
*Chairman, Board of Trustees, 2009–2012*





provide a map to a community grounded in the values of an engaged mind, an ethical character, an aesthetic appreciation, a healthy lifestyle, and a spiritual foundation based on courage, respect, responsibility, dedication, spirit, honor, and compassion.

The academic plans and vision may use eloquent prose to describe the school mission, but the words of students themselves are the actual evidence of the Ravenscroft spirit. Zaki Haidary, a 2011 graduate, entered as a freshman and was amazed at the intimacy of his class and their willingness to accept a newcomer into their ranks.

And while social acceptance is important, Haidary came to the School because he wanted a more academically demanding setting. "I've been challenged in every grade level, and every class gives you the opportunity to grow as a person and as a scholar."

But he received something in his education he hadn't expected.

> Ravenscroft does a great job with the concrete things—math, science, reading—but, the real lesson from my four years is the 'softer' skills. It's being able to stand up in front of a group and hold your own and speak your mind: it's being able to manage your time well; it's being able to attack a group project and get things done. And with the rigorous level and course loads, you learn a lot of things about yourself.

*"Each student at Ravenscroft has at least one teacher with whom they strongly identify."*

*— Patrick Bailey '11*
*former student body president*


POLICE

Patrick Bailey, a 2011 graduate, a "lifer" at Ravenscroft and former student body president, is best friends with a young man he met on his first day at Kindergarten. "I've been with the same core people since Kindergarten. I know everybody's brothers and sisters, mothers, grandparents, where they go to church. Outside of the classroom, everything is as if it's a family."

And that family includes teachers. Each student at Ravenscroft, according to Bailey, has at least one teacher with whom they strongly identify. In Bailey's case, a math teacher from sixth grade continues to offer him advice and encouragement, years after having been in his class. "They really do nurture you here. They're not babying us, but it's something you don't get at a big school."

The nurturing and individualized teaching begins at the earliest levels. Students in the Lower School read authentic literature, moving away from commercialized text packaged for entire classes to books chosen for each student's interest. "So a student interested in basketball can be reading next to another child reading about a princess. We teach skills and strategies that can be applied to any text, so we can feed off any student and their passions and interests," according to Head of Lower School Payton Hobbs.

"The students are better able to understand themselves as learners and are more in tune with themselves. Their engagement increases, and they consume books and more books because they are able to read things that are interesting to them," Hobbs says.

The roller coaster and adventure that is middle school has its own unique challenges and rewards, according to Head of Middle School Denise Colpitts.

> Our challenge is to grow them and move the students forward on the journey as far as we can take them, respecting that they are all going to be at different places. It's an exciting time when you can still make a real impact on kids and help them as they are challenged to make good decisions and do the right thing.

Community service at Ravenscroft was born in a Middle School program over thirty years ago and quickly spread to the rest of the student body. The heart of the program is helping adolescents look beyond themselves to both the larger Ravenscroft community, the needs of their own communities, and ultimately, the world.

"They can be a good, caring person; they can be a contributor to society; they can be an independent learner—that's what we strive for when our children leave us, that they have a little more confidence, a little more independence, and that they understand what it means to look outside of themselves," Colpitts says.

*"Four generations of my family have walked the halls of Ravenscroft. My father sat on the Vestry of Christ Church when they made the decision to reopen the school at St. Saviour's, which is where I was a student in the '30s and '40s. I'm proud to say that my children went on to attend Ravenscroft as do my grandchildren now."*

*— Alfred L. Purrington III '46*



Ravenscroft students face a dizzying array of options, including twenty-seven advanced placement courses, dozens of special-interest clubs, studio arts, music, drama, study-abroad programs, and enough team and intramural sports to appeal to students with a broad range of international backgrounds and interests.

Bill Pruden, head of Upper School, understands the demands on students. "Everybody wants more; teachers assign more homework, coaches have longer practices, the fine arts has longer rehearsals than they did a generation ago, but nobody's invented a twenty-fifth or twenty-sixth hour in the day to do it all in."

A constant balancing act between academics, athletics, and fine arts, both on an institutional level and an individual student level, creates a lively tension in the development of each child's growth and fosters time-management skills—preparing students for the challenges they will face in college and beyond.

The mission for the fine arts program, according to Dr. David McChesney, director of fine arts, is to give students a combination of competence and confidence in the arts. "Our goal is to provide an environment in which students with talent, interest, and passion in fine arts have fertile ground to develop their craft and take it to the next level. They've been given the foundation that allows them to soar."

Dr. McChesney strives for a robust program, providing opportunities for students to be involved in something both dynamic and extraordinary.

> Ravenscroft knows how important fine arts are to the development of children and culture and society. It's great that we can expose children to the high level of opportunities available within the fine arts, the aesthetic value of arts and their enrichment of life, as well as how necessary it is for society and cities to be supporters of fine arts—visual, dance, music, drama, and musical theater. At Ravenscroft, we recognize the value of what's going on in fine arts, acknowledge its importance, and balance it with academics and athletics.

Maintaining the relevance of fine arts in the classroom is an equal challenge to the efforts in academics within our modern culture in which technological advancements expand student experiences. "The goal is to keep moving forward as we craft both a compelling and useful curriculum for students as they advance in this twenty-first century."



*"... we recognize the value of what's going on in fine arts, acknowledge its importance, and balance it with academics and athletics."*

*— Dr. David McChesney*
*Director of Fine Arts*












Before the first grass seeds had fully sprouted, Ravenscroft athletics had a powerful impact on life at the School and quickly became ingrained in the culture, as coaches in a burgeoning athletics program pursued excellence on the playing fields and courts.

Soccer, football, tennis, and basketball teams all won state championships, some several times, before the '70s drew to a close—truly remarkable for a school that a decade earlier only graduated eighth-graders.

Athletics, the third component of an education alongside academics and fine arts, draws more than 80 percent of Middle and Upper School students into one of twenty-five different sports and fifty-three various teams.

"We've been a pioneer in launching sports, such as boys' lacrosse, girls' field hockey, girls' lacrosse, and girls' golf. We were the journeymen, and people have followed us, and it has become a very important part of our state fabric," according to Athletic Director Ned Gonet.

*The tradition began with Coach Bill Holleman, credited with bringing the sport of soccer to Raleigh, and earning back-to-back state championships for the School in the late '70s.*

That tradition began with Coach Bill Holleman, credited with bringing the sport of soccer to Raleigh and earning back-to-back state championships for the School in the late '70s.

Athletics at Ravenscroft strives to impart lessons of leadership, discipline, time management, and cooperation. "I think all these things capture significantly what a young person needs to move on in life," Gonet says. "As they go beyond academics, it helps them be successful in their careers and be good husbands and wives. There are a lot of things we talk about









*Athletic Director Ned Gonet's greatest joy is when former students return and he "sees what they've become . . . goals they've set and reached, what families they've developed, and careers they've chosen."*

beyond the wins and losses— the invariables it brings to the situation—and I think it's huge in a young person's life. They learn to cooperatively succeed and fail, and how to pick up and move on in life."

His greatest joy is when former students return and he "sees what they've become, and what kind of goals they've set and reached, and what families they've developed, and careers they've chosen. I think they go back and realize that Ravenscroft was critical for setting the foundation for their future."

Because someone at Ravenscroft invested time in them, encouraged them, believed in and never gave up on them, the students were able to succeed.

"We're not everything to everybody. It's not a perfect world, but once somebody goes through this school, they're prepared: they're prepared academically, they're prepared emotionally, and they're prepared to understand what it takes to succeed at the next level once they leave home," Gonet says.


RAVENSCROFT
10



Physical education at Ravenscroft begins in pre-Kindergarten, giving students the opportunity to get active and involved, interact with other students, and learn to work together as a team, while emphasizing individuality. Many students go on to organized athletics, but every student is provided an education that combines lifelong skills for an active lifestyle, along with rigorous academics and exposure to a broad range of artistic expression.

Cross-pollination within all of these realms is encouraged by an atmosphere of collaboration and mutual respect among teachers. Bell III tells the story of a young student in dance performing ballet on stage: "Obviously, she was a very good leaper and jumper. The track coach saw her and said, 'Why don't you come out and try high jump on the track team?' And I don't know if that ever would have crossed her mind. She tried high jump and became state champion. That happened because a teacher reached out and said, 'Come try something!' "

Pruden describes another type of education happening at the School:

> I'm a great believer that a big part of education cannot be measured. You want kids to learn about everything from dealing with different types of people to responding to setbacks. I think those are all things that are part of the lessons, but there's no way you can grade somebody, so I often refer to this as the 'ungraded curriculum.' These are the things we are trying to teach people, the things that students are learning and taking away from their Ravenscroft experience, but you would never see them specifically on a transcript.





Head of School Doreen Kelly views the School through the metaphor of windows and mirrors. "I want kids to be at a school where they can find themselves, they can turn a corner and have that mirror within the curriculum or within a teacher, within a program in which they say, 'I've discovered myself!' And at the same time, they can turn a different corner and say, 'But I'm looking beyond myself and can look out the window and know that there's a world.' "

Described as charismatic and warm, and with a laser focus on the School's mission and future, she says Ravenscroft "is all about the gift of high expectations in a world that overinflates how excellence is defined." The School allows children to experiment in areas in which they may not feel comfortable and experience "safe failure" to develop resilience.

"What I like about Ravenscroft in its entirety—if you look at its complete mission, vision, and values statement—is that it makes room for the full interrogation of life. That's not just the head, the heart, the athletics, but the spirit as well. It's a safe place for big questions to be asked and explored, and children are encouraged to go on a journey."

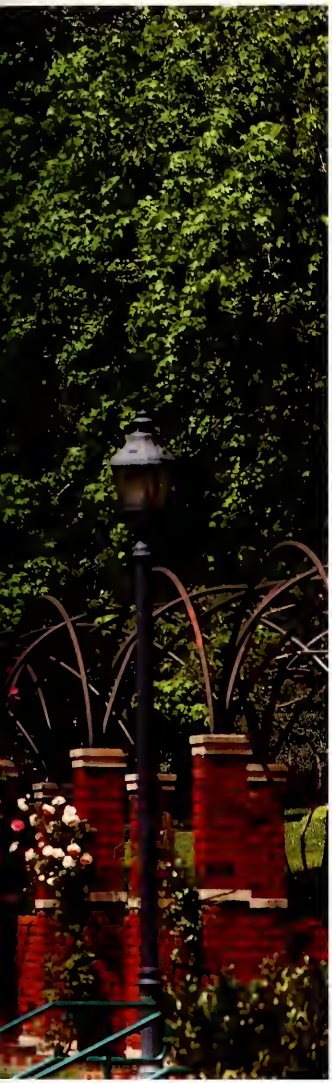
Ravenscroft is imbued with values honed sharp through its history, and it is those core values, consistently articulated, that Kelly says have created the atmosphere attracting generations of families to the school. Parents, she said, want three things for their children: "They want them to be known; they want them to be cared for; and they want their children to have learned to have some control of their environment. Put another way, they want them to be good; they want them to be happy; and they want their children to be successful."



*"What I like about Ravenscroft in its entirety—if you look at its complete mission, vision, and values statement—is that it makes room for the full interrogation of life."*

*— Doreen Kelly*
*Head of School*





Beginning in Lower School, students participate in establishing their honor code, empowering them to set the standards by which they are expected to live and creating a more thoughtful process. Leadership, part of the "ungraded curriculum," is promoted from the earliest years as young students become line leaders, holding doors for their classmates. Responsibilities grow throughout the years as students take greater control of their school environment and become partners with teachers and administrators in the life of the School.

The responsibilities of running a school as diverse, complex, and ambitious as Ravenscroft are all-consuming, but simple moments capture the heart and renew the energy required to lead according to Kelly. "That precious moment when a child tentatively lets go of a parent's hand and runs into the arms of their teacher takes my breath away each year!"

The School strives to constantly honor its mission. Like a glittering thread, first sewn into the School's fabric in the 1800s, the mission continues to weave into every aspect, each stitch strengthening the cloth, enhancing its beauty, and honing its essence.

This golden thread is spun from a faith in the educational promise of Ravenscroft that stretches through its entire history back to the original gift. Generation upon generation have been called on to replenish and add to the legacy of Watson's bequest.

Raleigh's growth in the mid-1900s created a need for more educational options, and the School was reconstituted in 1937. In response to the needs of the community, the people of Christ Church parish gathered the financial resources together and built on legacy money from Watson's gift. Without the original bequest, they might not have gone forward with the vision because, while there's always a connection of great people, financial resources are required to bring vision to reality.

## *Mission Statement*

*The Ravenscroft community, guided by our legacy of excellence, nurtures individual potential and prepares students to thrive in a complex and interdependent world.*



The move to Falls of Neuse required a new generation to commit financial resources to a larger vision emboldened by the development of Research Triangle Park. This progressive explosion of growth in the region reflected the need for a bolder approach to the small school on Tucker Street. A research and development center with global aspirations was a clarion call for education.

Fran and Dr. Watson Pugh '38 were part of this new generation, and her leadership over the life of the School comes from a core desire to create an unparalleled experience.

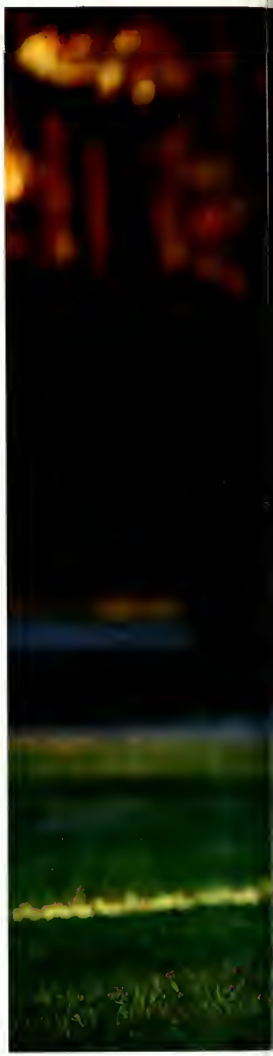
> I love to see that children have an opportunity to excel in whatever—academics, art, theater, physical education. I've always been very keen on creating something really spectacular for the students. It's been an amazing experience to see and reflect on all we've accomplished. It's here forever.

*"I love to see that children have an opportunity to excel in whatever—academics, art, theater, physical education."*

*— Fran Pugh*
*Vice Chair, Board of Trustees*

There are iconic names in the modern history of Ravenscroft, many engraved on the buildings that emerged from the rich soil of a forested land, touched only by nature. The Holding brothers spearheaded a movement that would include some of Raleigh's great benefactors. These names are to be honored along with the families, the parents, and grandparents of students who continue to endow the vast majority of financial support for the School. Steeped in the knowledge of their own child's growth, they expand on an already considerable investment in tuition to become a part of something beyond themselves and their own children—Ravenscroft's future.

The present would be unimaginable without these names. The future will require new names to be added to the list — believers in both the city and the School who are willing to sacrifice financially to an ideal that, in the end, is revealed in the face of a child, full of potential, taking his or her first steps on the path of knowledge.













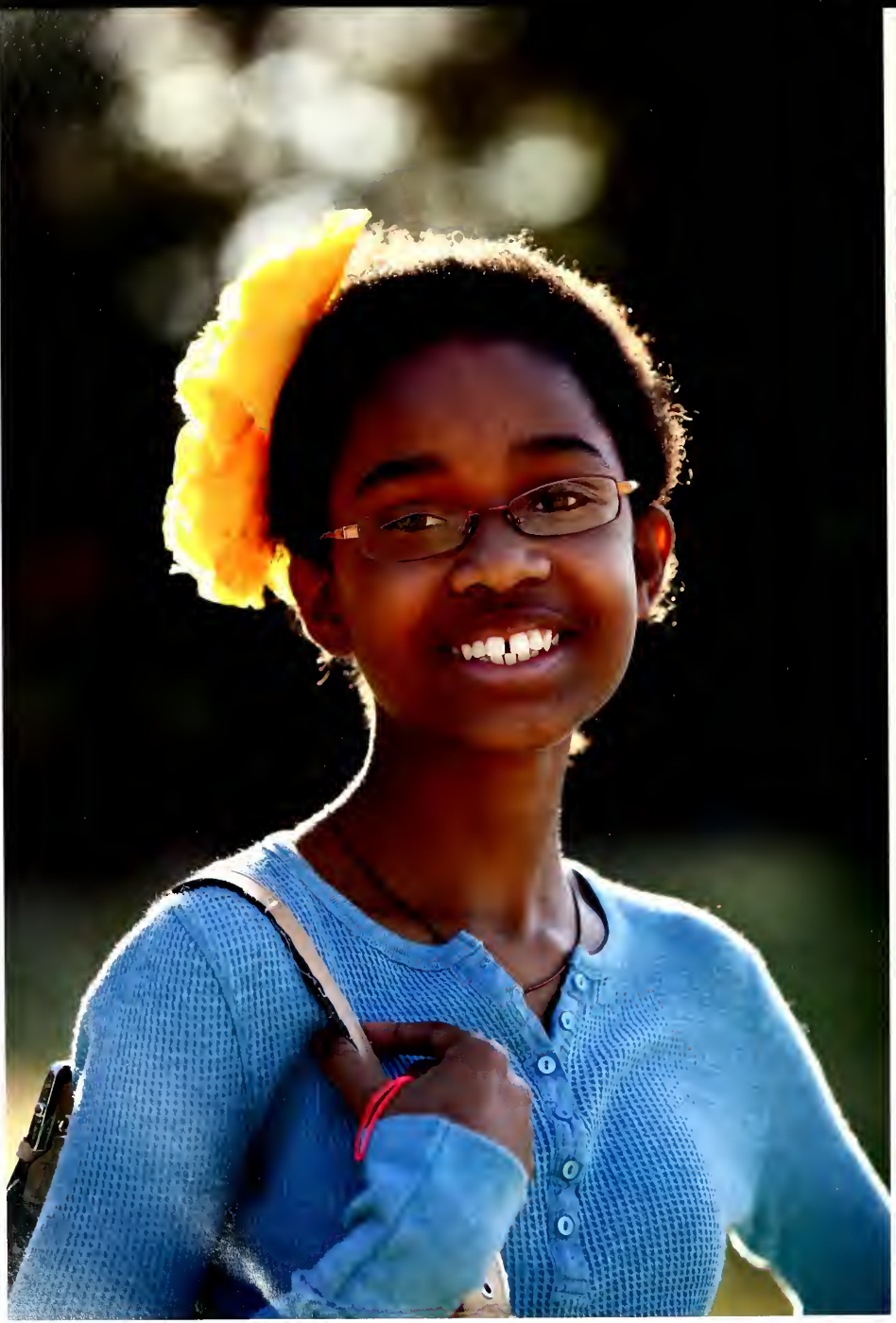





November
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Teacher Workday
Thanks-giving Day
No School








New
York






ELON




A Lesson to Die








RAVEN



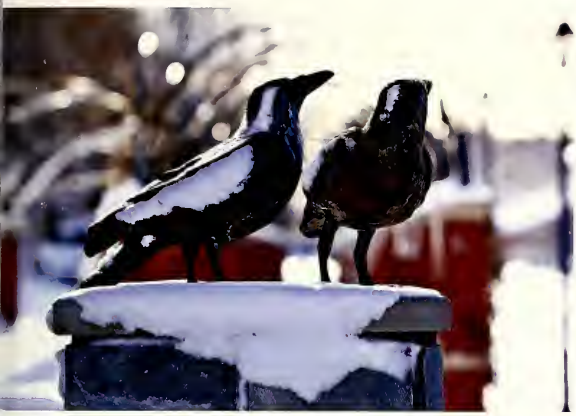



STOP















# Embarking on a journey

"You know, when my dad went to this school, it was all about Raleigh. When I went to this school, it was all about North Carolina. With my kids here, it's all about the world."

— Bob Winston III '80

in education begins in the footsteps of others but leads to paths undiscovered. Prevailing winds help chart the course, while new ideas and technologies steer in directions unknown to the traveler. The destination is not the goal; it is the journey that excites us. A strategic plan acts as compass, and teachers are the navigators as students step forward into the future.

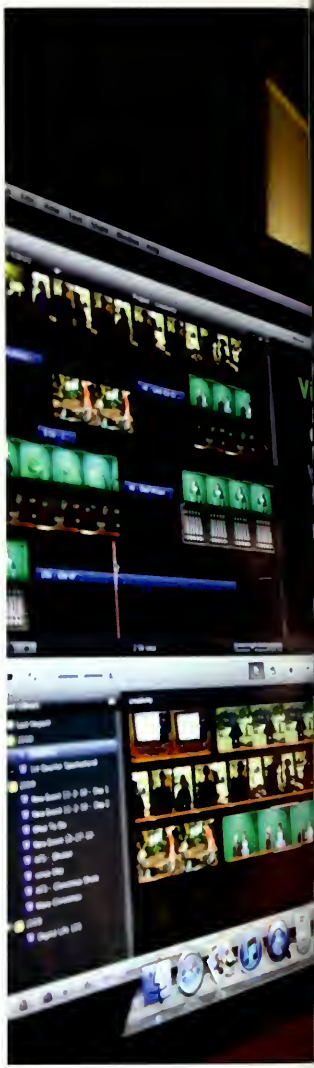
A history of remarkable achievements—overcoming tremendous obstacles, both financial and philosophical—places Ravenscroft on the path with the strength and resources of an institution that has weathered change and risen to challenges. The ability to adapt and grow, written into the school's DNA, gives confidence to a sacred promise between teacher and student. Each child who enters these doors will be given the tools to survive in a future we can hardly imagine.

This bold act of faith, looking into the future with hope, is what we call vision. It has been a hallmark of Ravenscroft throughout its history as leaders, not satisfied with the status quo, have forged into uncharted realms, becoming better and stronger with each step.

While great vision is rare, great vision with resources is rarer still. Ravenscroft thrives both from a history of visionaries and those who believed in their vision. It is a rare combination to be honored, cherished, and protected.

The future begins now with each new child walking into a classroom. Their journey will see teaching methods based on technologies yet to be invented, but still rooted in a style crafted to the individual student

Ravenscroft teachers and administrators are constantly striving to include the latest discoveries, but as Colleen Ramsden, assistant head of school for academic affairs, cautions, technological advancement must be seen in a broader context.




eative ideas is
ixed together
u need a lot of
ave a good one
- there's a
non creative way
adidas

> We are going to continue to infuse technology into our schools, our classrooms, and our teaching, and that's the most important thing. The great benefit of technology doesn't come from just having the new and cool devices, but it's also how we're using them to improve learning. Our teachers are very intentional about how they're infusing technology into their classrooms. We're doing a lot of professional development to make sure teachers are up with current best practices.

The tools used to teach adolescents are changing as fast as the technologically savvy young learners can adapt. Research has shown that reading online takes longer, but comprehension is greater. Teachers are trying to understand how that impacts both learning and their own teaching styles. Head of Middle School Denise Colpitts says the basics of reading, writing, history, science, and math skills remain the key ingredients of the curriculum, but the tools used to teach them are changing.

> The future for us is to understand how learning and teaching are changing—children having technology devices and what that means for the learning process. Technology is just a tool, so how do we embrace that tool which is captivating to our students? Research says their brains are changing as they adapt to new technology, so how do we capitalize on the best way to work with them, understanding there are still basic skill sets they need.

With any new innovation comes fear of consequences. Two thousand years ago, the written word began to replace oral traditions, and Socrates warned it would lead to superficial learning and thinking patterns. So, while these results need to be studied and appropriate solutions developed, Ravenscroft is utilizing the best technology to find a balance well suited for effective learning and brain development.

A new strategic vision for the future, articulated by a planning team that includes board members, administrators, faculty, and consultants, along with the results of broad-ranging surveys, refines the ongoing mission of Ravenscroft into three distinct goals that encompass how the school educates, communicates, and grows.

The first goal is for educational excellence and programmatic distinction, building upon an "outstanding core curriculum by enhancing teaching and learning, and developing programs of distinction that prepare students to learn, lead, and serve in a complex and interdependent world." Focusing on leadership, citizenship, and technology to complement core programs will distinguish



*". . . education implies . . . the foundation of knowledge. It is here that the impediments are removed, the bridges erected, the irregularities leveled, the directions set up, and the young traveler in the paths of knowledge conducted a short distance on the road he is afterwards by himself to pursue."*

*— Rev. Dr. Richard Mason, 1836*
*Rector, Christ Church, 1840–1874*

Ravenscroft programmatically as it seeks to burnish its reputation for educating students in both practical and moral knowledge. Commitment to professional development in a world where the tools of teaching and learning are rapidly advancing is an important component of the plan, which includes an emphasis on both faculty and staff compensation and prioritizing the facility needs of academics, athletics, and the arts.

The second goal is to effectively tell the Ravenscroft story, clarifying and refining the message, and communicating through both traditional and innovative mediums to ensure an accurate and consistent understanding of the School in the broader community. Concurrently, the School will provide a targeted communication plan focused on attracting the finest students and families to Ravenscroft.

The third goal is to build upon the legacy of financial stewardship and provide the appropriate resources to attract and retain talented students, faculty, and staff; maintain, improve, and expand facilities; and support new strategic initiatives.

Phil Higginson, assistant head of school for institutional advancement, articulates this goal for the future with its roots in the past. "We need a way to endow this institution to allow us to open the doors to great youngsters who may not have the ability to pay. How do we establish an institution that makes certain it honors Snow Holding's vision that 25 percent of this school would be students who couldn't necessarily afford it? That's vision. That's saying this school needs to open its doors to great children and great families without burdening them."

A key component of the School's financial stewardship is continuing a culture of environmental best practices, reducing energy consumption, and maximizing environmental sustainability, both as a means for financial savings and global citizenry.

These goals are embedded with a heart and soul that has run throughout Ravenscroft's history, and part of that history is that change, when done thoughtfully and with a clear vision, can build on the past to create a sustainable future.

"No place can stay static and continue to prosper and serve the students the way you want," according to Bill Pruden, head of Upper School,. "People have been conscious of that and have tried to work hard to keep the core values front and center as we make needed and appropriate changes, but again, try to keep it an eminently human place that serves young people."

The challenges are daunting, but facing them is what Ravenscroft has always done. "People talk about real-world connections, and twenty-first-century skills, and making a school relevant to students' lives," Colpitts relates, "and we've always done that. We're just doing it in a different way now."



The future is as unknown to us as our present would have been to Dr. Josiah Ogden Watson. But it is our dreams that will make it possible as surely as that first seed, delivered in the form of an idea and bequest, blossomed into the School we know today.

It is a future guided by a philosophy of humble stewardship, summed up by Head of School Doreen Kelly, who knows that you can "never rest on the moment you say you're the best. You are always reaching for the next generation, how to excel, and how to be the best for the students who are coming through the pre-Kindergarten doors right now."

Where will that future take us? If the past is any guide, it is a journey limited only by our imaginations.








Strawberry School
Irvine, California







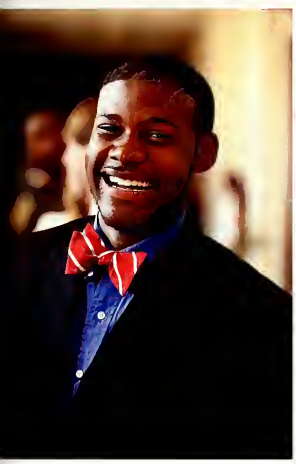






*"There is not one specific memory that sums up my high school experience, but rather many instances that show the Class of 2011's camaraderie and unity. Because of the increase in unity in our class, new friends were made and new bonds were formed. It is my hope that these new friendships last through college and stick with us for the rest of our lives."*

*— Sofia Armstrong '11*

















*"In seventh grade, I found my niche . . . in the Fine Arts Center. One special teacher helped guide me and nurtured me in acting and fitting in with the Ravens around me; thanks to Angela Santucci, I went from 'the new guy whose glasses make him look like Harry Potter mixed with John Lennon' . . . to becoming comfortably acclimated and one of the class."*

*— Michael Santos '11*

*"This will be the pinnacle of our lives here at Ravenscroft, our gate to the future, and our canonization as the latest generation of the Ravenscroft family."*

— Nick Kron '11








CLOSED







Duke University Libraries
D04681660V